

Specific Curriculum Outcomes for Kindergarten Music

| Kindergarten | |
|---|--|
| Rhythm and Metre <i>Students will be expected to</i> 1. perform, listen to and create <ul style="list-style-type: none">• beat• rhythm• stepping/skipping songs | Melody/Pitch <i>Students will be expected to</i> 1. perform, listen to and create <ul style="list-style-type: none">• higher and lower• the singing voice 2. sing, in-tune, a repertoire of songs within a limited range (prepare <i>s m</i> and <i>l s m</i>) |
| Expression <i>Students will be expected to</i> 1. perform, listen to and create <ul style="list-style-type: none">• louder and softer• faster and slower• sounds from varied sources | Contexts <i>Students will be expected to</i> 1. perform, listen to and create <ul style="list-style-type: none">• songs/games• folk music |

Organizer: Rhythm and Metre

Outcomes

Students will be expected to

1. perform, listen to and create
 - beat
 - rhythm
 - stepping/skipping songs

Cross-Curricular Links

Links to Music

Rhythm and Metre

Outcome 1

- **Physical Education**
perform non-locomotor and locomotor skills to music

create simple rhythm patterns

explore a variety of creative movements in individual and group activities.
- **Mathematics**
Exploring Patterns
Outcome KPR1
demonstrate an understanding of repeating patterns (two or three elements) by:
 - Identifying
 - Reproducing
 - Extending
 - Creating
 patterns using manipulatives, sounds and actions
- **English Language Arts**
Speaking and Listening
Outcome 1
explore aspects of language such as rhyme and repetition

Suggestions for Teaching and Learning

Performing, Listening, Creating includes:

singing
playing
speaking
moving
responding
improvising
choosing

Performing, Listening, Creating

- At all stages of the music program, students must have practice keeping the beat. The beat may be clapped, tapped on the body, snapped, stepped or played on classroom instruments such as sticks, wood blocks, tambourines, etc. (*Rain Rain, See Saw*).
- Students can keep the beat while singing songs, games, chanting rhymes and verses, or listening to recorded music.
- Much practice in *stepping* the beat should precede the first spiral or circle games in which students walk the beat.
- Using a hand drum accompaniment, students walk to a steady beat in quadruple metre. Students stop when the drum stops. Challenge with frequent changes.
- Play a game where a student leader will choose how to “create” the beat, e.g., clap hands, tap shoulders, etc.
- Students sing the song and clap “the way the words go”.
- Students can form a mouth with their fingers to “say” the words. Puppets are also useful.
- Students echo simple patterns clapped by the teacher.
- Use poems and chants to practise beat and rhythm pattern.
- Play simple pieces on the piano; students respond by performing the beat.

Note: Rhythmic and beat activities should involve students

- performing with the group (teacher or student leads)
- performing with the group, without a leader
- performing the skill alone

Organizer: Rhythm and Metre

Suggestions for Assessment

Use checklists (**Appendix A**)

Observe and note individual student's ability to keep the beat and perform the rhythm pattern.

Resources/Notes

Note: Use songs and games in simple and compound duple metre.

The Kodály Method I

Page 31 - Song List

Page 190 - The Songs

Chapter 3 - Preschool and Grade 1

Roots and Branches

Page 24 - *Leak Hanseng* (use as listening example, move/perform beat)

An Orff Mosaic from Canada

Page 1 - *Hello*

Page 2 - *Friendly Bear*

Page 3 - *Welcome*

Page 258 - *My Head and My Shoulders*

Page 259 - *Let's Take a Walk*

Page 261 - *Sitting on a Tin Can* (speech)

Page 264 - *Can You Clap Your Hands?*

Page 265 - *Here are Grandma's Spectacles* (speech)

Page 266 - *Old Dog*

Teaching Towards Musical Understanding

Chapter 8 - Moving With Music

Chapter 10 - Beat, Tempo, and Metre

120 Singing Games and Dances

Ring Around the Rosie

Sally Go Round the Sun

The Farmer in the Dell

Oliver Twist

Here We Go Round the Mulberry Bush

See Chapters 1, 2, and 3 for suggested titles for K

Listening Kit 1

CD Track 36: *Gigue* (create movement, skipping song)

Organizer: Melody/Pitch

| Outcomes | Suggestions for Teaching and Learning |
|--|--|
| <p><i>Students will be expected to</i></p> <ol style="list-style-type: none">perform, listen to and create<ul style="list-style-type: none">higher and lowerthe singing voicesing, in-tune, a repertoire of songs within a limited range (prepare <i>s m</i> and <i>l s m</i>) | <p><i>Performing, Listening, Creating</i> includes:</p> <p>singing playing speaking moving responding improvising choosing</p> |
| <div><p><i>Cross-Curricular Links</i></p><p>Links to Music</p><p><i>Melody/Pitch</i></p><p>Outcome 1</p><ul style="list-style-type: none">English Language Arts <i>Speaking and Listening</i> Outcome 1 explore aspects of language such as rhyme and repetition<p>Outcome 2 begin to use gestures and tone to convey meaning</p><p>use intonation, facial expressions, and gestures to communicate ideas and feelings</p></div> | <p><i>Performing, Listening, Creating</i></p> <ul style="list-style-type: none">Students distinguish between the speaking and singing voice. Explore their four voices; calling, whispering, singing and speaking.The teacher uses his or her speaking voice to illustrate high or low sounds. The children are encouraged to imitate: bark like big dogs/little dogs, meow like kittens/tigers. Use a story such as <i>Goldilocks and the Three Bears</i>.Students give examples of things in their environment that are high and low, e.g., clouds, rocks.Students create sounds, e.g., sirens, train whistles, ghosts.Tell a story using dolls or puppets in which one character speaks with a high voice and the other with a low voice. Ask the students to close their eyes and identify which character is speaking. Both speaking and singing voices should be used. Individual students may create the high or low voice.Encourage students to speak with a vocal inflection. Each student creates the highest voice he/she can, or the lowest voice he/she can. (Use a chant or phrase.)The children listen to high and low pitches on classroom instruments or piano and identify melodic direction by bending for lower pitches and stretching for higher pitches. First use intervals greater than an octave. Gradually, in successive lessons, use a fifth and finally a minor third. |

Organizer: Melody/Pitch

Suggestions for Assessment

See page 35.

Resources/Notes

See pages 33 and 35.


Organizer: Melody/Pitch

| Outcomes | Suggestions for Teaching and Learning |
|---|---|
| <ol style="list-style-type: none"> perform, listen to and create <ul style="list-style-type: none"> higher and lower the singing voice sing, in-tune, a repertoire of songs within a limited range (prepare <i>s m</i> and <i>l s m</i>) | <ul style="list-style-type: none"> Use Boomwackers for high and low. Use <i>See Saw</i> or <i>Bounce High</i> to show high and low. Students create a high or low sound using their voice or a sound source. Use voice (on the vowel, ooh) and movement to take the elevator from the basement to the top of the building. <p>Note: Body movement is a key strategy in developing awareness of high and low. Students may create a high or low movement to correspond with a high or low section in the music. (Play a simple selection on the piano or xylophones with contrasting high and low sections.)</p> <ul style="list-style-type: none"> Use echo singing for names and short phrases. Begin by using two notes only: <i>s</i> and <i>m</i>. The teacher sings the student's name and the student echoes. The teacher should change the starting pitch throughout these activities when the student is secure with his or her singing voice. Sing many songs and games built on a minor third. <i>Rain Rain, See Saw, Hey Hey, and Burnie Bee.</i> Use the vowel sound "oo" for tone matching, i.e., yoo-hoo. Focus on the difference between speech sounds and singing sounds. Sing softly. The young child generally cannot produce a good singing tone loudly. Sing songs slowly and clearly. Provide time for the child with poor pitch discrimination to hear pitches. Choose only simple songs within a limited range. Establish the starting pitch before the class sings. For example, sing on pitch the words "Ready begin". Help children establish the beginning pitch of a song by humming. |

Organizer: Melody/Pitch

| Suggestions for Assessment | Resources/Notes |
|----------------------------|--|
| <p>See page 35.</p> | <p>The Kodály Method I Pages 33-35 - Developing In-Tune Singing Pages 50-51 - A Suggested Song List Chapter 3 - Preschool and Grade 1</p> <p>An Orff Mosaic from Canada Page 2 - <i>Friendly Bear</i> (individual singing) Page 5 - <i>Hello, Hello</i> (individual singing) Page 187 - <i>Gobble, Gobble</i> (solo singing) Page 210 - <i>As I Went Out to Play</i> (high/low) Page 224 - <i>New Shoes</i> (individual singing)</p> <p>Roots and Branches</p> <p>Teaching Toward Musical Understanding Page 26 - Range Pages 29-30 - Criteria for selecting songs Page 35 - Teaching a song by rote Page 37 - Singing in tune K-3 Page 39 - Exploring their voices Page 41 - <i>One Two, Tie My Shoe</i> Page 44 - <i>Colour Song</i> Page 45 - <i>Doggie Doggie, Cuckoo</i> Page 47 - <i>Hey Hey</i> Page 49 - <i>Teddy Bear</i> Chapter 4 - Singing Chapter 12 - Pitch</p> <p>120 Singing Games and Dances Songs with <i>s m</i> and <i>l</i>: <i>Ring Around the Rosie</i> <i>Oliver Twist</i> <i>Snail Snail</i> <i>Sally Go Round the Sun</i> <i>Little Sally Waters</i> <i>A Tisket, a Tasket</i></p> <p>Musicplay 1</p> |

Organizer: Melody/Pitch

| Outcomes | Suggestions for Teaching and Learning |
|---|--|
| <div>1. perform, listen to and create<ul style="list-style-type: none">higher and lowerthe singing voice</div> <div>2. sing, in-tune, a repertoire of songs within a limited range (prepare <i>s m</i> and <i>l s m</i>)</div> | <div><ul style="list-style-type: none">Position insecure singers between or near secure singers.Select song materials that give opportunities for individual response.Take attendance using <i>s</i> and <i>m</i>. For example, where is Samantha? Samantha answers on <i>s</i> and <i>m</i> - I am here. Also sing questions using <i>s m l</i>. For example - who's wearing blue? Students sing the answer.</div> <div><p>Note: It is very important for children to sing without accompaniment (particularly piano); the model should be another voice (child or teacher).</p></div> <div><div></div><div><p>Play-Based Learning</p><p>Provide a variety of materials for students to make their own musical instruments and allow time for each child to perform. Encourage children to include dance and drama during their play.</p></div></div> |

Organizer: Melody/Pitch

Suggestions for Assessment

Use checklists (**Appendix A**).

Observe and listen to individual student's ability to use his/her singing voice and identify and perform higher and lower.

Play games and use movement where individual responses are required. For example

- dramatization/acting out songs and games
- creating/responding with movement to higher and lower
- creating high and low sounds
- individual singing

Listen to individual responses through echo singing.

Use a pass it on game to assess individual singing. Class sings yoo-hoo. An individual child begins by singing another child's name who then continues the process.

Students close their eyes and respond appropriately to higher and lower sounds. Observe and note response.

Resources/Notes

Songs for individual singing:

#35 - *Cuckoo*

#40 - *Hello Game*

Listening Kit 1

Organizer: Expression

Outcomes

Students will be expected to

1. perform, listen to and create
 - louder and softer
 - faster and slower
 - sounds from varied sources

Cross-Curricular Links

Links to Music

Expression

Outcome 1

- **English Language Arts**
Speaking and Listening
Outcome 1
explore aspects of language such as rhyme and repetition

Outcome 2

begin to use gestures and tone to convey meaning

use intonation, facial expressions, and gestures to communicate ideas and feelings

Reading and Viewing

Outcome 6

respond personally to texts in a variety of ways

Writing and Other Ways of Representing

Outcome 10

share writing and other representations willingly with others

Suggestions for Teaching and Learning

Performing, Listening, Creating includes:

singing
playing
speaking
moving
responding
improvising
dramatizing
choosing

Includes

- environmental sounds
- vocal sounds
- classroom instruments

Performing, Listening, Creating

Louder/Softer

- Choose a familiar rhyme. The teacher says the rhyme loudly, then softly. Students identify it as being either loud or soft. Students then perform the rhyme loudly or softly as directed. Children should not force their voices or shout.
- The teacher plays a rhythm instrument and the children identify the quality of sound. The children are then directed to play a tone on an instrument loudly or softly and have the other students identify. The children can progress to playing the rhythm of a short song, chant or rhyme loudly or softly.
- Using familiar songs, the teacher sings loudly or softly and the children identify whether it is loud or soft. Students are then given an opportunity to sing louder or softer as directed.
- Introduce loud and soft as *forte* and *piano*. Show how it is written.
- Use the poem *Counting's Easy*, page 227, **An Orff Mosaic from Canada**, to practise using loud and quiet voices, and for fast and slow.
- Use the piano to demonstrate loud and soft. Explain the name pianoforte.

Organizer: Expression

Suggestions for Assessment

See page 43.

Resources/Notes

See pages 41 and 43.

Organizer: Expression

Outcomes

1. perform, listen to and create
 - louder and softer
 - faster and slower
 - sounds from varied sources

Cross-Curricular Links

Links to Music

Expression

Outcome 1

- **Physical Education**
 - identify, maintain and use space adequately
 - demonstrate an understanding of paths of motion
 - demonstrate the mechanics of various locomotor skills
 - demonstrate an understanding of basic concepts of human locomotion
 - identify how movement affects the body
 - explore a variety of creative movements in individual and group activities
 - perform non-locomotor and locomotor skills to music
 - create simple rhythm patterns

Suggestions for Teaching and Learning

- Use a picture of a lion who is named *forte* (loud) and a mouse who is named *piano* (soft). The teacher puts both pictures behind his/her back, and then shows the class one picture. Students respond with loud or soft.
- Chant, for example, *Engine, Engine Number 9* while play acting a train going up a hill (slowing down), coming down the other side (speeding up), and pulling into a station (gradually coming to a stop).
- The students sing a familiar song and tap the beat with the teacher. The teacher taps four beats at a faster tempo and the children tap and sing the song at the faster tempo. The teacher asks, "Was my new beat faster or slower than before?" The teacher then taps eight beats noticeably slower than before. The students then sing the song and tap the beat at the new tempo. The teacher then asks again, "Was my new beat faster or slower than before?"
- Hot and Cold Game - use an instrument such as a xylophone that can demonstrate high and low sounds. The first child hides an object in the classroom while the second child is chosen to wait outside the classroom door. After the object is hidden the second child returns and tries to find it. The teacher plays a low note if the child is far away from the object and gradually plays higher if he/she walks closer to the object. If the child is standing next to the object, the teacher plays the highest note the instrument can play. This tells the child that he/she has discovered the hiding place.
- The child can move arms, torso, legs, head, or feet in place rhythmically, as suggested by the words/character of the song or chant. For example, rock the baby in *Bye Low Baby O*, stretch high and bend low in *Bounce The Ball To Shiloh*, row the boat in *Bobby Shafto*. Explore sway, bend, twist, stretch, bounce.
- Students may suggest/create actions and movements to go with familiar songs. They may also suggest new words or verses.
- Use walking, hopping, tiptoeing, skipping, stopping, galloping, to explore movement in space. Use songs and games. Play short examples on piano with contrasting movements.
- Explore the surrounding space; forward, backward, sideways, higher, lower.
- Play a musical example where tempo and mood change. Students create appropriate movements.

Organizer: Expression

Suggestions for Assessment

See page 43.

Resources/Notes

See pages 41 and 43.

Organizer: Expression

| Outcomes | Suggestions for Teaching and Learning |
|--|--|
| <p>1. perform, listen to and create</p> <ul style="list-style-type: none"> • louder and softer • faster and slower • sounds from varied sources | <ul style="list-style-type: none"> • Provide opportunities for students to experiment/create sounds with classroom instruments. For example, how many sounds can be produced when playing a drum in different ways (using hand, fingers, mallet, striking in the centre, scraping, etc.)? • Students explore with sound sources located in the classroom (e.g., metal, glass, wood, cardboard). • When chanting a poem or singing a known song replace a word by asking a student to play a classroom instrument in its place. For example, the class sings <i>Sally Go Round the Sun</i>, but instead of singing sun, moon, and/or chimney pot, an individual student will play an instrument. Students may suggest different instruments. See also <i>Jelly in a Bowl</i>, Teaching Towards Musical Understanding, page 131. • Explore vocal sound sources. See suggestions under Melody/Pitch. • Show students how to hold instruments. • Students take turns playing the beat or a rhythm pattern on classroom instruments as the class sings a familiar song. • Play a game where students close their eyes and identify the instrument being played. • Add instruments, movement, and/or dramatization to books and stories. • Read a story and make a list of feelings related to the story. Ask the students to explore vocal, body, and/or instrumental sounds to illustrate. Read the story again with a student or students using the appropriate sound at the appropriate time. The teacher can also guide students to create a simple story and experiment with appropriate sounds in the same manner. For example, |

Organizer: Expression

Suggestions for Assessment

See page 43.

Resources/Notes

The Kodály Method I

Chapter 3 - Preschool and Grade 1

An Orff Mosaic from Canada

Page 1 - *Hello!* (classroom instruments)

Page 3 - *Welcome* (classroom instruments)

Page 149 - *Roll that Big Truck* (creating, dramatization)

Page 215 - *Breakfast Song* (instruments)

Page 228 - *Pink* (speech)

Page 258 - *My Head and My Shoulders* (faster/slower)

Page 264 - *Can You Clap Your Hands?*

Page 265 - *Here Are Grandma's Spectacles*

Page 313 - *This Is My Voice*

Chapter 24 - Tips for Teachers

Roots and Branches

Page 24 - *Leak Hanseng*

Teaching Toward Musical Understanding

Chapter 5 - Playing Classroom Instruments

120 Singing Games and Dances

Organizer: Expression

| Outcomes | Suggestions for Teaching and Learning |
|---|---|
| <div>1. perform, listen to and create<ul style="list-style-type: none">• louder and softer• faster and slower• sounds from varied sources</div> | <div>knock on the door, play the xylophone for walking up the hill, etc. Students may act out stories as well.</div> <div><ul style="list-style-type: none">• Use <i>The Little Brown Tulip Bulb</i>, page 132, An Orff Mosaic from Canada. Students create sound effects with voices and instruments and dramatize the story using free movement.</div> |

Organizer: Expression

Suggestions for Assessment

Use checklists (**Appendix A**).

Observe and listen to individual students.

Students draw in the air, the melodic direction of the sound. Note and record.

Students move to a melody. Observe and note appropriateness of the movement.

Use worksheets. Play musical examples. Students can circle an appropriate **picture** for

- rhythmic or melodic instrument
- loud or soft
- fast or slow
- mood

Resources/Notes

See page 15 for a list of songs for free movement in space

Musicplay 1

#67 - *Bell Horses* (change tempo)

Listening Kit 1

CD Track 11: *Kangaroos* (faster/slower)

CD Track 18: *The Swan* (faster/slower)

CD Track 36: *Gigue* (create movement)

Other:

Chants, Poems and Stories found in the Language Arts program

See book listings **Appendix F**

The Gingerbread Man

Organizer: Contexts

Outcomes

Students will be expected to

1. perform, listen to and create
 - songs/games
 - folk music

Cross-Curricular Links

Links to Music

Contexts

Outcome 1

- **Physical Education**
explore a variety of creative movements in individual and group activities
- **English Language Arts**
Speaking and Listening
Outcome 1
express feelings and give simple descriptions of past experiences

express opinions

listen to the ideas and opinions of others

Writing and Other Ways of Representing
Outcome 10
use some conventions of written language

use drawings, letters, and approximations to record meaning
- **Art**
Outcome 3.1.2
explore images from different times and cultures

Outcome 4.1.2
respectfully discuss their own and other's artwork, describing various reasons why the artwork was made

Outcome 8.1.1
explain reasons for creating an artwork

Suggestions for Teaching and Learning

Performing, Listening, Creating includes:

singing
playing
speaking
moving
responding
improvising
dramatizing
choosing

Includes

- their own and other cultures
- vocal and instrumental music

Performing, Listening, Creating

- Use visual aids (clothing, pictures, food) when singing or listening to music of another culture.
- Direct students to listen for higher/lower, louder/softer, faster/slower, in musical examples.
- Show two contrasting pictures to illustrate the music. For example, a picture of horses galloping wildly and picture of a horse peacefully grazing. Play Schumann's *Wild Horseman*. Which picture best fits the music?
- Students draw a picture to express the tempo of a short musical selection.
- Students create a movement to express the tempo of the music.
- Show an appropriate picture(s) as the students listen to a musical example.
- Solicit student response. What does the music make you think about? What does it remind you of? How does it make you feel?
- Use games and action songs; students act out/create a character(s) or situation.
- Include vocal and instrumental examples of the music of Newfoundland and Labrador.

Organizer: Contexts

Suggestions for Assessment

See page 47.

Resources/Notes

See page 47.

Organizer: Contexts

Outcomes

1. perform, listen to and create
 - songs/games
 - folk music

Cross-Curricular Links

Links to Music

Contexts

Outcome 1

- **Religion**
Outcome 5.1
identify appropriate ways to express feelings
- **Social Studies**
Unit 2: Roots
Outcome K.2.3
give examples to show that families (local, national, and global) have varied traditions, rituals and celebrations

Suggestions for Teaching and Learning

- Play musical examples on piano, instruments, and use recordings.

Note: Sing a simple song at the end of the lesson for the enjoyment of telling a story. The child should be taught to listen critically to his/her own voice, the voice of the teacher, and/or the voice of other children as well . Do not limit listening just to recordings.



Play-Based Learning

Create a prop box containing a variety of musical instruments, genres of music, sheet music, manuscript paper for compositions, scarves and ribbons for dramatization, microphones, music stands, conductor's baton, music player and templates with musical symbols for children to explore.

Organizer: Contexts

Suggestions for Assessment

Use checklists (**Appendix A**).

Note student's ability to express a response

- verbally
- through a picture
- dramatizing/acting out
- moving

Resources/Notes

Use children's songs and games.

The Kodály Method I

Chapter 3 - Preschool and Grade 1

An Orff Mosaic from Canada

See listenings under other organizers.

Roots and Branches

Page 24 - *Leak Hanseng*

Teaching Toward Musical Understanding

Page 176 - Creative Movement

Chapter 7 - Listening to Music

Chapter 8 - Moving to Music

Songs and games

120 Singing Games and Dances

See pages 1 and 2 for suggestions for K

Musicplay 1

Listening Kit 1

Page 15

