## Cornwall-Lebanon School District Curriculum Overview

### General Music - Kindergarten

<table>
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<tr>
<th>20</th>
<th>Concepts &amp; Competencies</th>
<th>Common Assessments</th>
<th>Academic Standards (PA Core if applicable)</th>
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<tbody>
<tr>
<td><strong>Unit 1: Melody</strong></td>
<td><strong>Melody</strong>&lt;br&gt;Melodies may move upward and downward. (E) Identify an ascending or descending pattern – aurally. Melodies may be high or low. (E) Identify a melody in a high or low register. The human voice has its own unique quality of speaking and singing. (E) Perform using a speaking and a singing voice. Melodies may or may not have accompaniments. (I) Identify a melody with or without an accompaniment. Tone matching. (E) Approximate a dictated interval.</td>
<td>➢ Observation of movement (smooth up/down body motions, singing(vocal slides/stepwise motion), playing instruments (xylophones/metallophones/slide whistle/boomwhackers), visuals (to support above)&lt;br&gt;➢ Observation of movement (on toes arms up/crouching with abrupt motion change), vocal demonstration (leaps of P5), instruments (high/low timbre)&lt;br&gt;➢ Performance based (whisper/speak/sing same pattern of words to a structured rhythm).&lt;br&gt;➢ Singing and listening activities (singing with &amp; without accompaniment, playing xylophones/metallophones with &amp; without accompaniment)&lt;br&gt;➢ Observation of pitch-making (singing songs, singing games).</td>
<td>9.1.3A-C</td>
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<tr>
<td><strong>Unit 2: Rhythm</strong></td>
<td><strong>Rhythm</strong>&lt;br&gt;Music may have a steady beat. (E) Identify the steady beat. Music may have no beat. (I) Identify the lack of a steady beat. Music may be made up of rhythmic patterns. (C) Identify rhythmic patterns. Rhythmic syllables may be used to describe music. (C) Identify rhythmic syllables</td>
<td>➢ Observation of movement (body percussion), instrument demonstration (body percussion transfer), visuals (following the beat)&lt;br&gt;➢ Observation of movement (lack of ability to ID beat with body percussion/ambiguous motions to music)&lt;br&gt;➢ Observation of reading and speaking (visual ID of simple syllables using body)</td>
<td>9.1.3A 9.1.3C 9.1.3D 9.1.3H</td>
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**Unit 3: Tone Color**

Environmental sounds may be recognized by their unique qualities. (I) Identify environmental sounds.
The human voice has its own unique quality of speaking and singing. (E) Perform using a speaking and a singing voice.
Instruments can be identified by their unique sound qualities. (I) Identify instruments by their unique timbre.

- **Observation of reading** (visual ID of individual simple syllables using body percussion), movement (multi-faceted approach to single and combination movements), singing (simple individual syllables).
- **Performance-based** (base of body percussion with an element of transfer to percussion).
- **Composition-based** (visual manipulation of pre-structured rhythms).
- **Observation and performance-based** (combine individual and pattern-based rhythmic combinations into application).

**9.1.3A-C**

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**Unit 4: Form**

Music is expressed through structured patterns of movement. (E) Perform a structured movement to a piece of music.
There is repetition and contrast in music. (I) Identify simple repetition and contrast in music.

- **Observation of movement** (movement to words for aural reinforcement, movement to phrasing for larger scale structured movement)
- **Observation of movement** (through use of rhythms, rhythmic patterns, and simple movement)

**9.1.3A**
**9.1.3B**
**9.2.3A**
**9.2.3D**
**9.2.3L**

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**Unit 6: Extension**

Extension (previous units) Curricular Focus

- **Extension** (previous units) Curricular Focus

Extension (previous units) Curricular Focus