Cornwall-Lebanon School District Curriculum Overview
General Music - Kindergarten

20	length of time in weeks	Concepts & Competencies	Common Assessments	Academic Standards (PA Core if applicable)
Unit 1: Melody	6	**Melody** 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.	➤ Observation of movement (smooth up/down body motions), singing(vocal slides/stepwise motion), playing instruments (xylophones/metallophones/slide whistle/boomwhackers), visuals (to support above) ➤ Observation of movement (on toes arms up/crouching with abrupt motion change), vocal demonstration (leaps of P5), instruments (high/low timbre) ➤ performance based (whisper/speak/sing same pattern of words to a structured rhythm). ➤ Singing and listening activities (singing with & without accompaniment, playing xylophones/metallophones with & without accompaniment) ➤ Observation of pitch-making (singing songs, singing games).	9.1.3A-C
Unit 2: Rhythm	6	**Rhythm** 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	➤ Observation of movement (body percussion), instrument demonstration (body percussion transfer), visuals (following the beat) ➤ Observation of movement (lack of ability to ID beat with body percussion/ambiguous motions to music) ➤ Observation of reading and speaking (visual ID of simple syllables using body	9.1.3A 9.1.3C 9.1.3D 9.1.3H

	Rhythmic instruments may provide accompaniment.(E) Accompany a selected piece of music using rhythm instruments. Rhythms heard in music may be shown in written form. (C) Write selected rhythmic passages. Rhythmic patterns may be read through rhythmic syllables. (C) Read rhythmic patterns using rhythmic syllables.	percussion) and playing rhythmic syllables (transfer from body percussion), singing (combinations of syllables). ➢ 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).	
Unit 3: Tone Color **4**	**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.	➢ Aural recognition (random sounds as well as application to high/low/loud/soft). ➢ performance based (whisper/speak/sing same pattern of words to a structured rhythm) ➢ listening activities (aural recognition of classroom and non-classroom instruments through movement and performance).	9.1.3A-C
Unit 4: Form **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
Unit 6: **TBD** Extension	**Extension** Extension (previous units) Curricular Focus	➢ Extension (previous units) Curricular Focus	Extension (previous units) Curricular Focus