

## Thomaston Public Schools - Curriculum Overview and Pacing Guide

Course Title: General Music		
School: BRS	Grade: Kindergarten	Curriculum Pacing: 36 weeks
Unit One: Vocal Development (Singing)	Unit Two: Movement	Unit Three: Music Literacy Rhythmic (Beat/Rhythm)
Unit Pacing: 36 Weeks	Unit Pacing: 36 Weeks	Unit Pacing: 36 Weeks
<p><b>Unit Overview:</b></p> <p>In this unit students will develop their singing (head) voice along with an understanding of the difference between their “head” (singing) and speaking voice. Students will experience and develop their voices through a variety of songs including echo, call-response, simple songs as well as individually created melodic reponses.</p>	<p><b>Unit Overview:</b></p> <p>In this unit students will move their bodies to a variety of recorded music and music games. Students will learn how to stay in a personal space while moving. Students will move through a variety of leveled movement activities starting with individual personal space activities through whole class moving circle games.</p>	<p><b>Unit Overview:</b></p> <p>In this unit students will gain a solid understanding of Duple and Triple Macro Beats which will be experienced through a variety of songs, rhymes and recordings. Students will show their understanding through multilevel bilateral movements. Students will begin to develop an understanding of the difference between steady beat (both duple and triple meters) and rhythm within familiar and unfamiliar songs, rhymes and recordings.</p>
<p><b>Compelling Questions</b></p> <ul style="list-style-type: none"> <li>- How do I use my voice to make different sounds?</li> <li>- How do I use my voice to sing?</li> </ul>	<p><b>Compelling Questions</b></p> <ul style="list-style-type: none"> <li>- What is a personal space and how do I move my body in that space?</li> <li>- How does my body movements match a variety of recorded music?</li> <li>- How do I follow directions with my movements?</li> </ul>	<p><b>Compelling Questions</b></p> <ul style="list-style-type: none"> <li>- How do I use my body to keep a steady beat throughout a variety of music and rhymes?</li> <li>- How does a beat change between different varieties of music and rhymes?</li> </ul>
<p><b>Priority Learning Targets</b></p> <p>1. I can use my singing voice to match pitch. (MU:Pr6.1.K)</p>	<p><b>Priority Learning Targets</b></p> <p>1. I can move by myself and with others while keeping my body and the bodies of others safe.</p>	<p><b>Priority Learning Targets</b></p> <p>1. I can identify the steady beat in songs and rhymes. (MU:Re7.2.K) (MU:Cn11.0.K)</p>

<p>2. I can sing alone and with others using my singing voice. (MU:Pr6.1.K)</p> <p>3. I can create my own vocal response using my singing voice. (MU:Cr1.1.K) (MU:Cr2.1.K) (MU:Cr3.1.K) (MU:Cr3.2.K) (MU:Pr5.1.K) (MU:Pr6.1.K) (MU:Re9.1.K) (MU:Cn10.0.K) (MU:Cn11.0.K)</p>	<p>2. I can listen to recorded music and show it's contour and expression through movement. (MU:Cr1.1.K) (MU:Cr2.1.K) (MU:Cr3.1.K) (MU:Cr3.2.K) (MU:Pr4.3.K) (MU:Pr5.1.K) (MU:Pr6.1.K) (MU:Re8.1.K) (MU:Re9.1.K) (MU:Cn10.0.K) (MU:Cn11.0.K)</p> <p>3. I can follow given directions in music games.</p>	<p>2. I can demonstrate a steady beat on my body and on unpitched percussion. (MU:Pr6.1.K) (MU:Re7.2.K) (MU:Cn11.0.K)</p> <p>3. I can evaluate the difference between beat and rhythm in familiar songs and rhymes. (MU:Pr4.2.K) (MU:Re7.2.K) (MU:Cn11.0.K)</p>
<p><b>Unit Four: Musical Concepts (Expression)</b></p>	<p><b>Unit Five: Music Literacy Melodic (Tonal)</b></p>	<p><b>Unit Six: Form</b></p>
<p><b>Unit Pacing: 24 Weeks</b></p>	<p><b>Unit Pacing: 20 Weeks</b></p>	<p><b>Unit Pacing: 24 Weeks</b></p>
<p><b>Unit Overview:</b></p> <p>In this unit students will experience and evaluate differences in recorded music. Differences they will be listening for are High/Low, Fast/Slow, Bouncy/Smooth and Many/Few (in regards to instrumentation).</p>	<p><b>Unit Overview:</b></p> <p>In this unit students will train their ears to listen and respond to a variety of intervals ranging from P8 to M3.</p>	<p><b>Unit Overview:</b></p> <p>In this unit students will gain understanding of the overall form of classroom songs and rhymes. This will be completed through sequencing activities as well as identifying same/different parts in classroom songs and rhymes.</p>
<p><b>Compelling Questions</b></p> <ul style="list-style-type: none"> <li>- What kind of differences are found in music I listen to?</li> <li>- How can I show differences in a variety of music?</li> </ul>	<p><b>Compelling Questions</b></p> <ul style="list-style-type: none"> <li>- How do two (or more) notes sound different?</li> <li>- How do I use my body to show High and Low sounds?</li> </ul>	<p><b>Compelling Questions</b></p> <ul style="list-style-type: none"> <li>- How do I find and show the sequence in songs and rhymes?</li> <li>- How does the form of a song/rhyme help me understand the words/story of the song/rhyme?</li> </ul>
<p><b>Priority Learning Targets</b></p> <p>1. I can listen to a wide variety of musical examples. (MU:Pr4.1.K) (MU:Pr4.2.K) (MU:Pr4.3.K) (MU:Re7.1.K) (MU:Cn10.0.K) (MU:Cn11.0.K)</p>	<p><b>Priority Learning Targets</b></p> <p>1. I can show the difference between high and low pitches with my body. (MU:Pr6.1.K) (MU:Re8.1.K)</p>	<p><b>Priority Learning Targets</b></p> <p>1. I can identify different parts in classroom songs and rhymes. (MU:Pr4.2.K) (MU:Pr4.3.K) (MU:Re8.1.K) (MU:Cn10.0.K) (MU:Cn11.0.K)</p>

<p>2. I can identify differences in recorded music. (MU:Pr4.2.K) (MU:Pr4.3.K) (MU:Re7.2.K) (MU:Re8.1.K) (MU:Cn10.0.K) (MU:Cn11.0.K)</p> <p>3. I can show differences in recorded music with body movements. (MU:Cr1.1.K) (MU:Cr2.1.K) (MU:Cr3.2.K) (MU:Pr4.2.K) (MU:Pr4.3.K) (MU:Pr5.1.K) (MU:Pr6.1.K) (MU:Re7.2.K) (MU:Re8.1.K) (MU:Cn10.0.K) (MU:Cn11.0.K)</p>	<p>2. I can match High/Middle/Low sounds with a given visual.</p> <p>3. I can create and show my own High/Middle/Low patterns with my body. (MU:Cr1.1.K) (MU:Cr2.1.K) (MU:Cr3.1.K) (MU:Cr3.2.K) (MU:Cn10.0.K)</p>	<p>2. I can sequence familiar songs and rhymes with given pictures. (MU:Pr4.2.K) (MU:Pr4.3.K) (MU:Cn10.0.K) (MU:Cn11.0.K)</p>
<p><b>Unit Seven: Carnival of the Animals</b></p>	<p><b>Unit Eight: Instrument Families</b></p>	
<p><b>Unit Pacing: 8 Weeks</b></p>	<p><b>Unit Pacing: 8 Weeks</b></p>	
<p><b>Unit Overview:</b></p> <p>In this unit students will listen to Camille Saint-Saens' Carnival of the Animals. While experiencing a variety of live performances and animation set to the music students will evaluate differences among the animals' music, discuss and move their bodies to the music.</p>	<p><b>Unit Overview:</b></p> <p>In this students will experience the four instrument families through videos of live performances.</p>	
<p><b>Compelling Questions</b></p> <ul style="list-style-type: none"> <li>- How does instrumental music show how different animals move?</li> <li>- How does the difference in instrumentation and melody change how I move my body to show how the animals/music moves?</li> </ul>	<p><b>Compelling Questions</b></p> <ul style="list-style-type: none"> <li>- How are instruments grouped?</li> <li>- How are instrument families like/unlike my own family?</li> </ul>	
<p><b>Priority Learning Targets</b></p> <p>1. I can be a respectful audience member</p>	<p><b>Priority Learning Targets</b></p> <p>1. I can identify the four instrument families.</p>	

<p>while listening to music.</p> <p>2. I can evaluate and discuss differences in the animals' music. (MU:Pr4.1.K) (MU:Pr4.2.K) (MU:Pr4.3.K) (MU:Pr5.1.K) (MU:Re7.1.K) (MU:Cn10.0.K) (MU:Cn11.0.K)</p> <p>3. I can show differences in the music I am listening to with my body. (MU:Cr1.1.K) (MU:Cr2.1.K) (MU:Cr3.2.K) (MU:Pr4.2.K) (MU:Pr4.3.K) (MU:Pr5.1.K) (MU:Pr6.1.K) (MU:Re8.1.K) (MU:Cn10.0.K) (MU:Cn11.0.K)</p>	<p>2. I can identify how each instrument family makes its sound.</p> <p>3. I can identify and sort given instruments into the correct family.</p>	
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