

**DIOCESE OF HARRISBURG  
MUSIC CURRICULUM  
KINDERGARTEN**

**Anchor: The student will sing/play an instrument using a varied repertoire of music.**

Student Learning Expectations	BENCHMARKS	STRATEGIES/ACTIVITIES	SUPPLEMENTARY MATERIALS
Differentiate between the speaking and singing voice.	<b>The student will:</b> hear and feel the difference in speaking and singing voices.	<input type="checkbox"/> Students sing songs and play games that require them to use their voices both ways (speaking and singing), and they hear, feel and demonstrate the difference. <input type="checkbox"/> Students listen to examples of speaking and singing voices. A. Hold up a card indicating which voice they are hearing B. Raise their hands or show physically which voice they hear	
Echo vocally and/or instrumentally rhythm, tempo, pitch, dynamics, and phrasing.	echo music sung and/or played by the teacher.	<input type="checkbox"/> Students echo songs sung by the teacher, pitches fall in the range of D <sup>1</sup> -A <sup>1</sup> , and use songs consisting of S-M-L. <input type="checkbox"/> Students will explore their vocal ranges through echoing the teacher in producing animal sounds ( <i>meow, whoo, coo-coo, buzz, etc.</i> ). <input type="checkbox"/> Students will echo rhythm patterns using body instruments: snap, clap, pat and stomp.	
Perform with accuracy pitch, tempo, rhythm, phrasing, and dynamics.	perform simple instrumental and/or vocal music using body signs/movement.	<input type="checkbox"/> Students will echo vocal and instrumental music performed by the teacher with increasing accuracy. <input type="checkbox"/> Students will echo and produce high and low pitches far apart by echoing and reproducing A. Use body signs to show high and low pitches B. Use games to demonstrate high and low pitches 1. leaves on trees 2. birds in the air <input type="checkbox"/> Students will demonstrate steady beat by walking, clapping, etc. <input type="checkbox"/> Students will identify pitches closer together by listening to a keyboard or other pitched instrument.	

Permission granted by Arkansas Department of Education to use Arkansas Music Framework.

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Student Learning Expectations	BENCHMARKS	STRATEGIES/ACTIVITIES	SUPPLEMENTARY MATERIALS
<p>Sing and/or play music from diverse cultures, genres, and styles. (Suggested possible resources: Music Educators National Conference [MENC] guidelines and music from “The World’s Largest Concert”)</p> <p>Sing or play rounds ostinati and partner songs.</p> <p>Sing or play in groups, blending timbres, matching dynamic levels, and responding to the cues of a conductor in formal/and or informal settings.</p>	<p><b>The student will:</b> sing or play music from America and other cultures.</p> <p>sing in a two part round following a leader.</p> <p>sing or play in a group responding to a conductor in classroom and program settings. Include intros, starting and stopping together and watching the teacher/conductor.</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Students will sing songs from America and other countries such as folk songs, spirituals, musicals, and songs for occasions (patriotic, holidays, etc.).</li> <li><input type="checkbox"/> Students will learn folk dances and traditional games to accompany songs.</li> <li><input type="checkbox"/> Students will create instrumental accompaniments on classroom instruments such as recorders or Orff instruments.</li>   <li><input type="checkbox"/> Students will perform in classroom and in programs demonstrating the knowledge of musical introductions, interludes, starting and stopping together, and watching and responding to a conductor.</li> </ul>	

**DIOCESE OF HARRISBURG  
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**Anchor: The student will create, compose, arrange, and improvise music as developmentally appropriate.**

Student Learning Expectations	BENCHMARKS	STRATEGIES/ACTIVITIES	SUPPLEMENTARY MATERIALS
<p>Create short rhythmic and melodic patterns.</p>	<p><b>The student will:</b> create/compose short rhythmic and melodic answers to questions sung or played by the teacher.</p>	<p><input type="checkbox"/> Students will create “answers” in the same style to given rhythmic and melodic phrases.</p> <p>A. Using pitches <i>sol</i> and <i>mi</i> students create answers to questions sung by the teacher</p> <p>1. What color is your hair (shirt, etc.)?</p> <p style="text-align: center;">             s    mm   s    m         </p> <p>2. Child answers “My hair is brown”</p> <p style="text-align: center;">             s    mm   s    m         </p>	
<p>Improvise simple rhythmic and melodic ostinato patterns.</p>	<p>improvise simple and brief rhythmic and melodic patterns.</p>	<p><input type="checkbox"/> Students will create clapping or other body instrument patterns to perform while they sing.</p> <p style="text-align: center;">Example:  clap clap    clap</p>	
<p>Improvise simple rhythmic and melodic variations on familiar melodies or a given pentatonic scale.</p>	<p>recognize simple rhythmic or melodic patterns, such as  ,  ,  ,  , </p>	<p><input type="checkbox"/> Students will improvise simple rhythm patterns.</p>	

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**Anchor: The student will create, compose, arrange, and improvise music as developmentally appropriate. (continued)**

Student Learning Expectations	BENCHMARKS	STRATEGIES/ACTIVITIES	SUPPLEMENTARY MATERIALS										
<p>Improvise melodies and rhythms using a variety of sounds, including voices, body percussion, classroom instruments and non-traditional sources, such as computers, electronic or recorded sounds.</p> <p>Create and arrange music to accompany selections from children’s literature.</p> <p>Improvise movement to songs or instrumental pieces when appropriate.</p>	<p><b>The student will:</b> improvise simple melodies and rhythms using a variety of simple two-part sound patterns.</p> <p>create and arrange music to accompany selections from children’s literature by using body instruments, traditional instruments and vocal sounds.</p> <p>improvise movement to simple songs and instrumental pieces.</p>	<p><input type="checkbox"/> Students will create and play 2-part rhythm patterns</p> <ul style="list-style-type: none"> <li>• List animals (or colors, names, pieces of clothing, etc.) that have one or two syllables in their names (use picture or visuals of items)</li> </ul> <table style="margin-left: 40px;"> <tr> <td style="text-align: center;"><u>1 syllable</u></td> <td style="text-align: center;"><u>2 syllable</u></td> </tr> <tr> <td style="text-align: center;">dog</td> <td style="text-align: center;">chicken</td> </tr> <tr> <td style="text-align: center;">cat</td> <td style="text-align: center;">squirrel</td> </tr> <tr> <td style="text-align: center;">pig</td> <td style="text-align: center;">robin</td> </tr> <tr> <td style="text-align: center;">cow</td> <td style="text-align: center;">tiger</td> </tr> </table> <p><input type="checkbox"/> Students will use a variety of sounds – traditional instruments, body percussion, “found sounds,” vocal sounds, etc. to represent words in a poem or story.</p> <p><input type="checkbox"/> Given the song “One, Two, Tie My Shoe,” students will select a sound for the numbers and different sounds for the objects of the song.</p> <p><input type="checkbox"/> Students create movement to dramatize songs.</p> <ul style="list-style-type: none"> <li>• Given the song “The Old Gray Cat,” students act out the story of the song. One student will be the cat; several students will be mice.</li> </ul> <p><input type="checkbox"/> Students create movement to dramatize instrumental pieces.</p>	<u>1 syllable</u>	<u>2 syllable</u>	dog	chicken	cat	squirrel	pig	robin	cow	tiger	
<u>1 syllable</u>	<u>2 syllable</u>												
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cat	squirrel												
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**Anchor: The student will read and notate music.**

Student Learning Expectations	BENCHMARKS	STRATEGIES/ACTIVITIES	SUPPLEMENTARY MATERIALS
<p>Recognize, correctly name, and count note and rest values of whole, half, quarter, eighth, sixteenth, and dotted notes.</p> <p>Read simple meter signatures correctly.</p> <p>Use a system (syllables, numbers, or letters) to read pitch notation in the treble clef in major keys.</p>	<p><b>The student will:</b> experience duration of sound (notes) and silence (rests) in relation to steady beats by performing alone and with others.</p> <p>experience simple meters by body movement and singing.</p> <p>recognize <i>up, down,</i> and <i>same</i> melodic direction.</p>	<p><input type="checkbox"/> Experience steady beat in various ways</p> <ul style="list-style-type: none"> <li>• Body—clapping, stepping, patting</li> <li>• Classroom instruments – sticks, drums, triangle</li> <li>• Visual pictures (point to while singing, e.g., ♥♥-heart beat, etc.)</li> </ul> <p><input type="checkbox"/> Tap beats to the words of songs (syllables)</p> <p><input type="checkbox"/> Experience rests in music by walking to the beat and putting a finger to the lips (sh) when the words stop. (Can also dip and bend knees on the rests)</p> <p><input type="checkbox"/> Students will build a song repertoire of various meters (containing meters of 2, 3, and 4).</p> <p><input type="checkbox"/> Students will move to duple and triple meters.</p> <p><input type="checkbox"/> Experience (sing or play) songs with high/low patterns (e.g., “See Saw,” “Starlight,” Rain, Rain).</p> <ul style="list-style-type: none"> <li>• Stand on high notes</li> <li>• Stoop on the low notes</li> </ul> <p><input type="checkbox"/> Read picture representation of pitch.</p>	

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**Anchor: The student will read and notate music. (continued)**

<b>Student Learning Expectations</b>	<b>BENCHMARKS</b>	<b>STRATEGIES/ACTIVITIES</b>	<b>SUPPLEMENTARY MATERIALS</b>
<p>Identify and correctly interpret signs (e.g., treble and bass clef, etc.), symbols (fermata, coda, etc.) and terms relating to pitch, rhythm, dynamics, tempo, and articulation.</p>	<p><b>The student will:</b> experience and build a repertoire of song material by using or singing simple meter, tempo, and intensity.</p>	<p><input type="checkbox"/> Students will build a basic repertoire of song material emphasizing</p> <ol style="list-style-type: none"> <li>1. Basic beat</li> <li>2. Steady beat</li> <li>3. Repeated music figure</li> <li>4. Phrase length</li> <li>5. Fast and slow speed (tempo)</li> <li>6. Loud and soft</li> </ol>	

**DIOCESE OF HARRISBURG  
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**Anchor: The student will listen to, analyze, describe, and evaluate music and musical performances.**

Student Learning Expectations	BENCHMARKS	STRATEGIES/ACTIVITIES	SUPPLEMENTARY MATERIALS
Identify phrases and sections of music that are the same, similar, or different.	<b>The student will:</b> experience simple phrases of music that are the same, similar, and different by walking, skipping, and running.	<input type="checkbox"/> Students will listen to and identify music in various ways, such as running, skipping and walking body movements <ol style="list-style-type: none"> <li>1. Steady beat</li> <li>2. The beginning and ending of music</li> <li>3. Phrase lengths in music</li> <li>4. Up and down movement of musical pitch.</li> </ol>	
Identify music forms AB, ABA, and Rondo.	listen to and identify sections of music as same or different by identifying <i>up, down, same</i> or <i>different</i> .	<input type="checkbox"/> Students will identify musical terms such as <i>same</i> or <i>different</i> and <i>up</i> and <i>down</i> .	
Describe aural examples of music and music performances.	listen to and describe simple music and music performances.	<input type="checkbox"/> After listening to appropriate pieces of music, students will describe and identify <ol style="list-style-type: none"> <li>1. Fast and slow</li> <li>2. Echo singing</li> <li>3. Melodies</li> <li>4. Body movement(s)</li> <li>5. Harmony</li> <li>6. Melody alone and with accompaniment</li> <li>7. Ostinato</li> <li>8. Tone color</li> <li>9. Percussion</li> <li>10. Environmental and natural sounds</li> </ol>	

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**Anchor: The student will listen to, analyze, describe, and evaluate music and musical performances. (continued)**

<b>Student Learning Expectations</b>	<b>BENCHMARKS</b>	<b>STRATEGIES/ACTIVITIES</b>	<b>SUPPLEMENTARY MATERIALS</b>
<p>Identify instrument families, individual instrument within the families, and recognize adult male, adult female, and children's voices.</p>	<p><b>The student will:</b> identify instruments and adult male, female, and children's voices.</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Students play games in which instruments are hidden and students must identify which sounds they are hearing.</li>   <li><input type="checkbox"/> Students perform on and recognize percussion instruments, environmental, and natural sounds.</li> </ul>	

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**Anchor: The student will relate music to diverse cultures, society, history, and other arts and disciplines.**

Student Learning Expectations	BENCHMARKS	STRATEGIES/ACTIVITIES	SUPPLEMENTARY MATERIALS
Examine the Pennsylvania state songs and folk music of Pennsylvania and the United States.	<b>The student will:</b> experience folk music of the United States.	<input type="checkbox"/> Students will learn American folk songs such as “Clap Your Hands,” “Down by the Bay,” “One, Two, Tie My Shoe,” etc.	
Explore patriotic songs of the United States and music of American composers, such as Ellington and Gershwin.	experience patriotic music of the United States, such as “Yankee Doodle,” and the music of American composers.	<input type="checkbox"/> Students will listen to/sing <ul style="list-style-type: none"> <li>• patriotic songs such as “Yankee Doodle”</li> <li>• songs by Richard Rodgers and Oscar Hammerstein II including “Getting To Know You” from King and I.</li> <li>• learn 2 verses of the National Anthem.</li> </ul>	
Identify music from various periods, composers, and cultures.	experience music from various time periods, composers, and cultures.	<input type="checkbox"/> Students will experience and identify contrasting music styles in “Bear Dance” (Bela Bartok) and “Water Music” (George F. Handel), as well as music from various cultures, such as “Chatter with the Angel” (African-American), “Sail Silver Moon Boat” (China), and “Kuma San” (Japan).	
Sing/play songs and play musical games from diverse cultures.	sing and/or play songs as well as musical games from diverse cultures.	<input type="checkbox"/> Students will sing songs and play games from diverse cultures.	
Sing sacred songs of the Mass.	sing sacred songs from traditional and children’s song books.	<input type="checkbox"/> Students will sing sacred songs that can be used for the Mass.	
Sing service music from the Mass.	sing the service parts of the Mass.	<input type="checkbox"/> Students will sing service music that can be used during the Mass.	

