## Module 1: Making Music with Singing and Playing

Module 2: Learning the Written Language of Music

Module 3: Learning About Music in Our Community and World

Module 4: Expressing Ideas and Feelings Through Music

### Kindergarten Theme

Music is all around us.

### Enduring Understanding

We can tell a story with music, movement and actions.

**Essential Questions**

- How does music help tell a story?
- How can we respond and move to music to help tell a story?
- How can music be combined with other art forms (dance, theatre and visual arts) to tell a story?

### California Standards Addressed

<table>
<thead>
<tr>
<th>Standards</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.2</td>
<td>Identify and describe basic elements in music (e.g. high/low, loud/soft, beat)</td>
</tr>
<tr>
<td>2.3</td>
<td>Play instruments and move or verbalize to demonstrate awareness of beat, tempo, dynamics, and melodic direction.</td>
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<tr>
<td>2.4</td>
<td>Create accompaniments, using the voice or a variety of classroom instruments.</td>
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<tr>
<td>4.1</td>
<td>Create movements that correspond to specific music.</td>
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<td>5.1</td>
<td>Use music, together with dance, theatre and visual arts for storytelling.</td>
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</table>

### Sample Performance Task

Sing a song, dance a dance, play a rhythm instrument that reflects the purpose of the music. Use appropriate tempos (fast/slow), and dynamics (soft/loud) when performing the music.

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## DEVELOPING CONCEPTS

### 1. MOVEMENT DEVELOPMENT: Movement can be used to dramatize the images in a song.

<table>
<thead>
<tr>
<th>Knowledge</th>
<th>Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>Movement vocabulary:</td>
<td></td>
</tr>
<tr>
<td>bow</td>
<td>fly</td>
</tr>
<tr>
<td>circle</td>
<td>freeze</td>
</tr>
<tr>
<td>crawl</td>
<td>gallop</td>
</tr>
<tr>
<td>creep</td>
<td>glide</td>
</tr>
<tr>
<td>crumple</td>
<td>hop</td>
</tr>
<tr>
<td>explode</td>
<td>in place</td>
</tr>
<tr>
<td>flick</td>
<td>jiggle</td>
</tr>
<tr>
<td>float</td>
<td>jump</td>
</tr>
</tbody>
</table>

- Discover ways to pretend
- Discover new ways to move and talk about movement
- Discover and label ways animals may move
- Create movement in response to environmental sounds
- Create movement in response to music
- Move appropriately to verbal and musical cues
- Move appropriately to the beat

### SUGGESTED STEPS

Sources: (K Grade Books, unless otherwise stated)

MM=Making Music; 2008 California Edition

<table>
<thead>
<tr>
<th>FOCUS</th>
<th>SOURCE</th>
<th>SONGS/ACTIVITIES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Listen and respond to environmental sounds.</td>
<td>MM</td>
<td><strong>Louds and Softs of the Seasons</strong></td>
</tr>
</tbody>
</table>
Create a sound/movement story about a train, or another thematic movement idea.

**MM**

| Big Old Storm a Coming  
| Is the sound High or Low  
| Machine Music  
| Que llueva!  
| "Los trenclitos"  
| The Little Train of the Caipira  
| Get on Board  
| Little Red Caboose |

## 2. CREATIVE DRAMATIZATION: *Music, movement and instruments can help tell a story.*

<table>
<thead>
<tr>
<th>Knowledge</th>
<th>Skills</th>
</tr>
</thead>
</table>
| **Elements of Music**  
| • Tempo: fast/slow  
| • Dynamics: loud/soft  
| • Melodic contour: high low; up/down  
| • Patterns: same/different  
| • Timbre  
| • Sequence  
| • Demonstrate awareness of musical concepts by responding appropriately with movement  
| • Listen and process musical information |

### SUGGESTED STEPS

Sources: (Kindergarten Grade Books, unless otherwise stated)  

<table>
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<tr>
<th>FOCUS</th>
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</table>
| Create movements to imitate animals responding to the tempo, dynamics, and melodic contour. Use opposites to assist in defining concept. | MM | "The Aviary" from *Carnival of the Animals* (high)  
| | | “The Elephant” from *Carnival of the Animals* (low)  
| | | *The Kangaroo Song* (high and low)  
| | | *Flight of the Bumble Bee* (fast)  
| | | *Baby Beluga* - (up/down)  
| | | *The Up and Down Kitten* (up and down)  
| | | “Love for Two Cats” from *L’Enfant et les sortileges* (up and down)  
| | | *Bear Dance* (same and different phrases)  
| | | “The Bear Dance Song” (steady beat)  
| Create and perform movement and or body percussion at different tempos to accompany music or a poem. | Happiness (poem)  
| | Galoshes (poem)  
| | *Chramer, gip die Varwe mir*  
| | *Carmina Burana* (fast)  
| | *Going on a Bear Hunt* (fast/slow)  
| | *Little Red Wagon* (fast/slow)  
| Dramatize stories using high and low sounds. Dramatize stories using fast and slow. Dramatize stories using movements that show differences in musical style. Sequence and re-tell the story using musical elements. | The Three Little Pig (high/low)  
| | *Goldilocks and the Three Bears* (high, middle, low)  
| | | “The Revenge Aria” from *The Magic Flute* (high-fast)  
| | | “In These Bright Halls” from *The Magic Flute* (low, slow)  
| | | *Little Miss Muffet* (up and down)  
| | | “Chinese Dance” from *The Nutcracker* (high and low)  
| | | *Hey, Diddle, Diddle* (traditional style)  

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| Create and perform on classroom instruments an accompaniment for the music. | "Chinese Dance" from *The Nutcracker* (high and low)  
*Bam, chi, chi, bam* (steady beat, instrument timbres)  
*On a Log Mister Frog* (steady beat, instrument timbres) | *Hey, diddle, Diddle* (hip-hop) |