

Stockton Unified School District
Curriculum Map

General Music

Kindergarten

SUSD Standards	Content Outline	Products/ Performance Assessments	Resources	Connections
<p>1</p> <p>1</p> <p>1, 3</p> <p>1</p>	<p>First Six Weeks</p> <p>I. RHYTHM A. Rhythmic Speech 1. Speech with motions B. Beat Bonding 1. Imitation</p> <p>II. MELODY A. Group Singing 1. Echo-singing 2. Vocal tone 3. Songs with motions</p> <p>III. HARMONY</p> <p>IV. FORM</p> <p>V. EXPRESSIVE QUALITIES A. Unpitched Timbres 1. Movement response</p> <p>VI. ANALYSIS</p> <p>Second Six Weeks</p> <p>I. RHYTHM A. Locomotor Movement - Walk, Jog, Gallop 1. Movement with music B. Beat Bonding in a Variety of Ways 1. Imitation</p>	<p>Performing beat</p> <p>Observe which students are "beat aware"</p>	<p>"Sliding" – RM #1 "March" - <i>Summer Day Suite</i> - STM Grade KK "Dide" - STM Grade KK</p> <p><i>In the Hall of the Mountain King</i> - STM Grade 2 "A-Hunting We Will Go" - STM Grade KK</p>	<p><u>Language Arts</u>: following directions, sequencing, rhyming words</p> <p><u>Language Arts</u>: sequencing, shared reading</p> <p><u>Science</u>: sound</p> <p><u>Language Arts</u>: follow directions, attentive listening <u>Math</u>: spatial relationship</p>

DRAFT

STM = Share the Music
 RM = Rhythmically Moving

RESOURCE KEY
 SR = Share the Music: Songs to Sing and Read

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<p>1</p> <p>2</p> <p>1, 3</p>	<p>Second Six Weeks</p> <p>II. MELODY</p> <p>A. High and Low</p> <p>1. Movement response</p> <p>2. Speaking voices</p> <p>B. Solo and Group Singing</p> <p>1. Vocal tone</p> <p>2. Games and Echo-Songs</p> <p>III. HARMONY</p> <p>IV. FORM</p> <p>A. Beginning and Ending</p> <p>1. Moment of stillness</p> <p>V. EXPRESSIVE QUALITIES</p> <p>A. Unpitched Percussion Technique</p> <p>1. Shakers, lummi sticks, guiros</p> <p>B. Body Shapes</p> <p>1. Response to word cues</p> <p>VI. ANALYSIS</p>	<p>Listen to solos for pitch-matching</p>	<p>Puppets</p> <p>“Who Has the Penny?” - STM Grade 2</p> <p>“Hoo, Hoo!” - STM Grade 1</p>	<p><u>Language Arts</u>: building vocabulary, following directions, fluency, shared reading</p> <p><u>Language Arts</u>: organizing information, poetry, attentive listening</p> <p><u>Language Arts</u>: following oral directions</p> <p><u>Math</u>: Spatial relationship</p>

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1, 3	<p>Fourth Six Weeks</p> <p>V. EXPRESSIVE QUALITIES</p> <p>A. Nursery Rhymes</p> <p>1. Movement/Instruments</p> <p>B. Speaking and Singing</p> <p>1. Performance</p>	Labeling speaking/singing voice	<p>"Rickety Rack Rondo" - Carol King (Appendix)</p> <p>"Wee Willie Winkie" – STM Grade KK</p> <p>"Three Little Muffins" – STM Grade KK</p> <p>"Oh, John the Rabbit" - (Appendix)</p> <p>"Mitten Song" - STM Grade KK</p>	<p><u>Language Arts</u>: visualizing, rhymes, dramatization</p>
1, 3	<p>VI. ANALYSIS</p> <p>A. Speaking vs. Singing Voice</p> <p>1. Verbal/movement response</p>			<p><u>Language Arts</u>: compare/contrast</p> <p><u>Science</u>: classifying</p>
1	<p>Fifth Six Weeks</p> <p>I. RHYTHM</p> <p>A. Beat Bonding in a Variety of Ways</p> <p>1. Imitation</p>			<p><u>Language Arts</u>: following directions</p>
1	<p>II. MELODY</p> <p>A. Pitch-Matching</p> <p>1. Singing alone</p> <p>B. Group Singing</p> <p>1. New songs and singing games</p> <p>III. HARMONY</p>			<p><u>Language Arts</u>: sequencing, following directions, listening for a purpose, shared/choral reading</p>

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<p>1</p> <p>1</p>	<p>Sixth Six Weeks</p> <p>I. RHYTHM A. Beat Bonding in a Variety of Ways 1. Movement, body percussion, instruments</p> <p>II. MELODY A. Pitch-Matching 1. Pentatonic, simple diatonic B. Group Singing 1. New songs/singing games</p> <p>III. HARMONY</p> <p>IV. FORM</p>	<p>Performance assessment of pitch-matching, beat awareness, and basic locomotor skills</p>		<p><u>Language Arts</u>: following directions, shared/choral reading, fluency</p> <p><u>Math</u>: using models</p>

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