Westbrook Public Schools  
General Music Curriculum  
Kindergarten

**Anticipated Length:** 10 months

**Content Standards:**
#1 Students will sing, alone and with others, a varied repertoire of music.  
#5 Students will read and notate music.  
#6 Students will listen to, analyze and describe music.

**Power Standards Addressed:**
- Sing from memory a varied repertoire of songs representing genres and styles from diverse cultures.  
- Use standard symbols to notate *meter*, rhythm, *pitch*, and *dynamics* in simple patterns presented by the teacher.  
- Respond through purposeful movement to selected prominent music characteristics or to specific music events while listening to music.

**Essential Questions:**
- How do you change your voice for different purposes?  
- What makes a song different than noise?

**Big Ideas:**
- I can use my singing voice, my shouting voice, my whispering voice, or my speaking voice.  
- A song uses beats, rhythms, and highs and lows.

### Key Concepts and Skills

<table>
<thead>
<tr>
<th>Skills</th>
<th>Concepts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Keep a steady beat</td>
<td>Careful listening, body control</td>
</tr>
<tr>
<td>Match pitch</td>
<td>Careful listening</td>
</tr>
<tr>
<td>Echo</td>
<td>Self control, careful listening</td>
</tr>
<tr>
<td>Write simple rhythm patterns</td>
<td>Longs, short-shorts, right to left reading</td>
</tr>
</tbody>
</table>

**Topics/Units of Study:**
- Students will learn to work together as a class to play simple music games, echo the teacher, sing on pitch, and discover beat and rhythm

**Strategies:**
- Books, games, songs, echoing

**Repertoire**

<table>
<thead>
<tr>
<th>New Songs</th>
<th>Old Songs</th>
</tr>
</thead>
<tbody>
<tr>
<td>See attached repertoire list</td>
<td></td>
</tr>
<tr>
<td>Month</td>
<td>Activities</td>
</tr>
<tr>
<td>------------</td>
<td>-----------------------------------------------------------------------------</td>
</tr>
</tbody>
</table>
| September and October | - Play simple games to learn classmates’ names and establish a learning atmosphere  
- Participate in activities and games that focus on beat  
- Learn songs through group echoing and gradually ask for more accurate matching  
- Explore speaking voice and singing voice  
- Chant rhythmically  |
| November   | - Play games with loud and soft. Use body movements to reinforce  
- Sing individually, with a focus on correct matching  
- Continue with beat activities  |
| December   | - Introduce rhythm while using puppets  
- Switch between beat and rhythm  
- Introduce long and short-short as characters living in beat houses  |
| January    | - Play games and use movement to differentiate between high and low  
- Introduce rest through songs like *Naughty Pussy Cat* and *Pease Porridge*  |
| February   | - Introduce solfege for so and mi, with appropriate hand signs - Students echo  
- Compose short rhythms using popsicle sticks and long, short-short, and rest  
- Students respond to musical selections using the word loud/soft, high/low, and beat/rhythm  
- Students listen to a poem or story and use musical sounds to interpret it  |
| March      | - Continue to echo and play games with solfege, adding in la  
- Play rhythm sticks with proper technique  
- Improvise answers to sung questions  |
| April      | - Sight-sing SML patterns from yellow character cards  
- Continue with rhythm sticks, responding, and improvising as in March and February  |
| May        | - Introduce the radio game and inner hearing  
- Improvise two-part sound patterns  
- Evaluate peer performances using proper terminology  |
| June       | - Add re and do to solfege sequence  
- Continue to review and reinforce weak areas determined throughout the year  |