

# **LIBERTY COMMON SCHOOL UNIT ORGANIZER**

## **AUGUST/SEPTEMBER UNITS**

- ❖ **Elements of Music: Steady beat with Movement, Recognize that some phrases are the same, some different**
- ❖ **Listening and Understanding: Marches by Rodgers and Herbert**

## **CORE KNOWLEDGE GRADE LEVEL**

### **Kindergarten Music**

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Throughout this month the students will become familiar with the basic element of rhythm in music by recognizing a steady beat and moving to a steady beat in various songs from the core curriculum. Also, they will learn how to sing a melody in the songs from the curriculum. Although in-depth performance skills are not the main goal for Kindergarteners, one of the directions of these classes at the beginning of the year is to allow the children to grow comfortable singing with others and learning about the idea of working towards performing for others more frequently in the later grades. Kinesthetic movement is used to accentuate these concepts.

- The first day will focus on policies and procedures and the straw name game to get everyone comfortable. We'll hopefully also sing "The Wheels on the Bus".
- The main text that I use in Kindergarten for teaching the concepts of active movement as it relates to singing and playing instruments is "Sound Play: Understanding Music through Creative Movement" by Burton & Kudo. By the end of September, the children will have participated in the following lessons from this text:
  1. Lesson 1 – "Running and Walking" (The children use movement to differentiate between music for running and music for walking.)
  2. Lesson 2 – "Hopping and Twisting" (The children use movement to differentiate between music for hopping and music for twisting.)
  3. Lesson 3 – "Jumping and Shaking" (The children use movement to differentiate between music for jumping and music for shaking.)
  4. Lesson 4 – "Bending and Reaching" (The children use movement to differentiate between music for bending and music for reaching.)
  5. Lesson 5 – "Skipping and Stretching" (The children use movement to differentiate between music for skipping and music for stretching.)
  6. Lesson 6 – "Trotting and Spinning" (The children use movement to differentiate between music for trotting and music for spinning.)
  7. Lesson 7 – "Swinging and Swaying" (The children use movement to show recognition of music for swinging and swaying.)

8. Lesson 44 – “Old MacDonald's Animals” (The children listen, sing, and move creatively to show recognition of sections in music)
- In addition to movement exercises, the students do an extensive amount of singing. By the end of September, the students will have worked on the following songs. *This list is not all-inclusive, but presents a minimum goal to achieve:*
    - Eensy, Weensy Spider
    - I'm a Little Teapot
    - The Farmer in the Dell (Using picture book while singing)
    - A Tisket, A Tasket
    - Do Your Ears Hang Low?
    - If you're Happy and you know it, Clap Your Hands
    - This Old Man (Introduce Rhythm Stick Game)
    - Old Macdonald (With Picture Book & Soundplay #44)
    - Hokey-Pokey
    - The Wheels on the Bus (from Music K8, Vol. 13, No. 4)
    - London Bridge
    - Bingo
    - Twinkle, Twinkle Little Star
    - Turkey in the Straw
    - If I could Sound like a Frog
  - In late September, the students will explore their critical listening skills through becoming familiar with “March of the Siamese Children” from The King and I by Richard Rodgers and “March of the Toys” from Babes in Toyland. The main activity to go with this listening lesson is to make *Music Sandwiches* to recognize same and different phrases (Musical Form). [See attachment: Activity 3-3 from Mitchell's “Music Teacher's Almanac.”] In the following class, the students will listen again to the selections from the CD: “Classics for Kids.” The students will be able to exhibit understanding of a march through movement and by adding instrumental accompaniment.