



**Los Angeles Unified School District – Arts Education Branch
Elementary Music Instruction Guide**

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	<p>Music involves my body, mind and feelings.</p> <p><u>Essential Questions</u></p> <ul style="list-style-type: none"> • How can I make music with my friends? • How does music make me feel? • How can I use my body to move with the music? 	
California Standards Addressed	1.2	Identify and describe basic elements in music (e.g. high/low, fast/slow, loud/soft, beat).
	2.1	Use the singing voice to echo short melodic patterns.
	2.3	Play instruments and move or verbalize to demonstrate awareness of beat, tempo, dynamics, and melodic direction.
	2.2	Sing age appropriate songs from memory
	3.2	Sing and play simple singing games from various cultures.
Sample Performance Task	<p>Using your singing voice (head voice), sing a song in tune and move with the music.</p> <p><u>Suggested Rubric</u></p> <ul style="list-style-type: none"> • Students sing the song from memory with accurate pitch and rhythm. • Students sing the song in their head voice • Students respond to the music with appropriate movements. • Students show the steady beat with their movements 	

Developing Concepts

1. Vocal Development: <i>We can use our voices in different ways.</i>		
Knowledge	Skills	
Singing voice Speaking voice Shouting (or calling) voice Whisper voice Echo/imitation Steady beat (a pulse like your heartbeat) Body percussion (pat, clap) High sounds Low sounds Sounds moving up/down	<ul style="list-style-type: none"> • Differentiate between types of voices: speak, sing, shout, whisper • Chant a rhyme • Sing in a head tone • Match pitch • Copy what is heard (echo-sing) 	
SUGGESTED STEPS		
Sources: (Kindergarten Grade Books, unless otherwise stated) MM=Making Music; 2008 California Edition, STM=Share the Music, MC=Music Connection		
FOCUS	SOURCE	SONGS/ACTIVITIES
Differentiate between speaking, singing, shouting, and whispering 1. Explore different voices. <ul style="list-style-type: none"> • Speaking <ul style="list-style-type: none"> ○ Speak a short phase ○ Say your name ○ Speak a familiar rhyme • Singing <ul style="list-style-type: none"> ○ Students copy siren or roller-coaster sounds, up and down on an oo vowel. ○ Using head voice, sing a familiar song ○ Using head voice, sing your name on <i>So-Mi</i> (minor third) • Shouting <ul style="list-style-type: none"> ○ Use your outside voice ○ Shout your name • Whisper <ul style="list-style-type: none"> ○ Whisper a secret ○ Whisper your name 	MM	Voice Choice Resource Book, p. G-6 (Activity Master 5) Resource Book, p. B-7 (Assessment: Voices) <i>Candy Man, Salty Dog</i> Chants/Speech <i>1,2,3,4</i> <i>Jack Be Nimble</i> <i>Hickory Dickory Dock</i> <i>Number One, Touch Your Tongue</i> Songs <i>Andy Pandy</i> <i>Bluebird</i> <i>Busy Buzzy Bee</i> <i>Hello There</i>
	Other	<i>Twinkle, Twinkle</i> <i>ABC Song</i> <i>Eency Weency Spider</i> <i>Twinkle Twinkle</i>
High and Low Sounds <ul style="list-style-type: none"> • Identify environmental sounds as high or low 	MM	<i>Three Little Pigs</i> – Resource Book p. D-5

<ul style="list-style-type: none"> ○ Use movements, actions to demonstrate • Animal sounds high and low (e.g., birds and bears) • Sing/speak high and low sounds . <ul style="list-style-type: none"> ○ Sing or speak like Mickey Mouse ○ Sing or speak like a giant. <p>Up and Down</p> <ul style="list-style-type: none"> • Use your voice to sing up and down. • Use body movement to show higher and lower sounds in melodies. 		<p>Listening:</p> <ul style="list-style-type: none"> • <i>Sound Montage</i> (Environmental Sounds) “ <i>Is the Sound High or Low</i> (sound montage) • <i>The Aviary” and “The Elephant” from Carnival of the Animals-</i> • Resource Book p. D-6 <p>Songs:</p> <ul style="list-style-type: none"> • <i>Andy Pandy</i> • <i>Bluebird, Bluebird</i> • <i>I’m Tall, I’m Small</i> p.18 • <i>I’m a Kangaroo</i> p. 44 • <i>Here I Go!</i> p. 72 • <i>Mary Wore Her Red Dress</i> p. 74 • <i>Sing a Little Song</i> p. 30 • <i>Buzzy Buzzy Bee</i> p. 76 <p>Speech pieces:</p> <ul style="list-style-type: none"> • <i>Hickory, Dickory, Dare</i> p. 18 • <i>Jack and Jill</i> p. 47 • <i>Humpty Dumpty</i> p.47 <p>Resource Book:</p> <ul style="list-style-type: none"> • Assessment, High and Low p. B-4 • Assessment, High and Low p. B-6
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2. SINGING: <i>We can use our singing voice to have a conversation.</i>	
Knowledge	Skills
<p>Echo/Imitation Question and Answer Call/Response</p>	<ul style="list-style-type: none"> • Echo sing simple songs using <i>So-Mi-La</i>. • Echo sing simple songs with consistent melodic patterns with range of up to six tones. • Echo sing a phrase. • Sing a response to a sung question. • Sing in a head tone.

		• Match pitch.
SUGGESTED STEPS		
Sources: (Kindergarten Grade Books, unless otherwise stated) MM= <u>M</u> aking <u>M</u> usic: 2008 California Edition, STM=Share the Music, MC=Music Connection		
FOCUS	SOURCE	SONGS/ACTIVITIES
<p>Teach students to echo short phrases and match pitch.</p> <ul style="list-style-type: none"> • Sing songs and greetings using <i>La, So, Mi</i> and use body movement to show the sounds, e.g.: <ul style="list-style-type: none"> ○ Hands on head for <i>La</i> ○ Hands on shoulders for <i>So</i>, ○ Hands on hips or stomach for <i>Mi</i> • Discuss the meaning of “echo.” • Echo-sing short phrases of songs while keeping the beat. 	MM	<i>Hello There</i> <i>Sing a Little Song</i> <i>Sugar “Shuga” Bee</i> <i>Sing About Martin</i>
	MM1	<i>Down By the Bay</i>
	STM	<i>Sing About Martin</i>
	Other	<i>I Am a Pizza (Charlotte Diamond)</i>
<p>Sing question/answer or call/response songs.</p> <ul style="list-style-type: none"> • Listen to Call/Response songs and distinguish parts <ul style="list-style-type: none"> ○ Call and response can have the same melody with different words ○ Call and the response can have different melodies and different words • Listen to the Call and sing the Response • Sing a question and have students answer with their singing voice. 	MM	<i>Who Has the Penny?</i> <i>I Got a Letter This Morning</i> <i>Dinner Music</i> <i>Just from the Kitchen</i> <i>Goin’ on a Picnic</i> <i>Hi-Dee-Roon</i> <i>Dinner Music p. 70</i> <i>Listening: I Can Copy That</i>

3. STEADY BEAT: <i>Music has a steady beat.</i>	
Knowledge	Skills
<ul style="list-style-type: none"> • Steady beat is a steady pulse like your heartbeat • Body percussion (pat, clap) • Names of classroom instruments and how they are used 	<ul style="list-style-type: none"> • Find the steady beat in music. • Pat the steady beat while singing or chanting. • Move and respond to the steady beat using non-locomotor movements. • Play classroom instruments with the steady beat while listening to music.

SUGGESTED STEPS

Sources: (Kindergarten Grade Books, unless otherwise stated)

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FOCUS	SOURCE	SONGS/ACTIVITIES
<p>Recognize and respond to the steady beat.</p> <ul style="list-style-type: none"> • Listen to music with a strong steady beat. • Use non-locomotor movements to show the steady beat. • Pat the steady beat with bi-lateral movement: <ul style="list-style-type: none"> ○ Use music with different tempos ○ Use different styles of music • Clap the steady beat. • Play rhythm instruments with the steady beat. 	MM	<p><i>Semper Fidelis</i> (Sousa) <i>Beat of the Tango</i>, <i>The Arkansas Traveler/Angeline the Baker</i> <i>Love for Three Oranges</i>, "March" <i>Planxty Madame Maxwell</i> <i>Fiesta</i>, "Tarantella" <i>Sonata No. 11 (K. 331)</i>, "Turkish Rondo" <i>Le Jig Français</i> Resource Book, p. B-8 (Assessment: Steady Beat) Resource Book, p. G-27</p>
	STM1	<p><i>Radetzky March</i></p>
<p>Differentiate between beat/no beat</p> <ul style="list-style-type: none"> • Try to find a steady beat in music you hear. • Show pictures of things that make sound and ask children which ones have a steady beat. • Ask students to name other things that make a steady beat (dripping faucet, rocking chair, swing). Reinforce with movement and pantomime. • Listen to music and decide whether or not it has a steady beat. • Use movements to show steady beat and no steady beat. 	MM	<p>Resource book, p. G-10 <i>Semper Fidelis</i> (Sousa) <i>Beat of the Tango</i>, <i>The Arkansas Traveler/Angeline the Baker</i></p>
	MM1	<p><i>Silver Apples of the Moon</i> (Listening)</p>
	STM1	<p><i>Music from Bali</i></p>
<p>Sing and pat the steady beat to a familiar song</p>	MM	<p><i>Eency Weency Spider</i> <i>Blue Bird</i> <i>The Alphabet Song</i>, <i>The Farmer in the Dell</i>, <i>Happy Birthday to You</i> <i>Twinkle, Twinkle</i></p>

4. MOVING: <i>We can respond to music with our movements.</i>		
Knowledge	Skills	
Space Bubble Walk Run March Jump Crawl Skip Gallop Tiptoe Wiggle Stomp Body parts: head, shoulders, hips, knees, toes, etc.	<ul style="list-style-type: none"> • Copy movements. • Keep personal space when moving. • Respond to music of different styles with appropriate movements. • Find the steady beat in music. • Pat the steady beat while singing or chanting. • Move and respond to the steady beat using locomotor and non-locomotor movements. • Play classroom instruments with the steady beat while listening to music. 	
SUGGESTED STEPS		
Sources: (Kindergarten Grade Books, unless otherwise stated)		
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FOCUS	SOURCE	SONGS/ACTIVITIES
Use locomotor and non-locomotor movements to respond to music you hear and sing. <ul style="list-style-type: none"> • Set guidelines for moving in a classroom <ul style="list-style-type: none"> ○ Use a “space bubble” to define your personal space • Listen and respond to directions in songs <ul style="list-style-type: none"> ○ Use non-locomotor movement <ul style="list-style-type: none"> • Pat • Clap ○ Touch/ identify body parts <ul style="list-style-type: none"> • Head • Shoulders • Knees • Toes... • Use a variety of loco-motor movement appropriate to the music that indicates an understanding of the steady beat. • Develop a movement repertoire: <ul style="list-style-type: none"> ○ See vocabulary list 	MM	<i>Copycat</i> <i>Bonga</i> <i>A New Way to Walk</i> <i>Oliver Twist</i> <i>Mary Ann</i> <i>Circle ‘Round the Zero</i> <i>If You’re Happy</i> <i>Juanito (Little Johnny)</i> <i>Clap, Wiggle, and Stomp</i> <i>Ikhanda, maslombe (My Head and My Shoulders)</i> <i>Hi-dee-roon</i> <i>Jim Along Josie</i> <i>Nanny Goat</i> <i>Tap, Tap, Tap</i> <i>Johnny Mr. Brown</i> Resource Book, p. G-9 (Ways We Move)
	Other	<i>Hokey Pokey</i>

<p>Create awareness of fast and slow</p> <ul style="list-style-type: none"> • Respond to the tempo of the music with appropriate movements • Show awareness of tempo changes by changing movements 	<p>MM</p>	<p>Resource Book, p. B-9</p> <p>Listening:</p> <ul style="list-style-type: none"> • <i>Little Train of the Caipira</i> • <i>Carmina Burana: "Chramer, gip die Varwe mir"</i> • <i>Tsar Saltan, "Flight of the Bumblebee"(fast)</i> • <i>"Mbira" (fast)</i> • <i>"Farewell to Stromness" (slow)</i> <p>Resource Book: Resource Book, p. B-9</p>
<p>Create awareness of loud and soft.</p> <ul style="list-style-type: none"> • Respond to the dynamics of the music with appropriate movements • Show awareness of the dynamics by changing movements 	<p>MM</p>	<p>Listening:</p> <ul style="list-style-type: none"> • <i>Louds and Softs of the Seasons</i> (sound montage) CD 1-3 <p>Songs:</p> <ul style="list-style-type: none"> • <i>Grizzly Bear</i>, p. 3, Big Book p. 6 <p>Resource Book:</p> <ul style="list-style-type: none"> • Assessment- Loud and Soft p. B-3 • Assessment- Loud and Soft p. B-5