

**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>Sound can be shown with written symbols.</p> <p><u>Essential Questions</u></p> <ul style="list-style-type: none"> • How can symbols help us know what music sounds like? • What kind of symbols can we use to show the way the music sounds? 	
California Standards Addressed	1.1	Use icons or invented symbols to represent beat.
	1.2	Identify and describe basic elements in music (e.g. high/low, fast/slow, loud/soft, beat)
Sample Performance Task	<p>Point to the icons on your personal chart to show how you can follow the steady beat and the shape of the melody as you sing a song you know.</p> <p><u>Suggested Rubric</u></p> <ul style="list-style-type: none"> • Students accurately follow the written symbols, staying with the steady beat. • Students sing with rhythmic accuracy. • Students sing with accurate pitch in their head voice. 	

DEVELOPING CONCEPTS

1. STEADY BEAT: <i>Pictures and symbols can represent the steady beat.</i>		
<i>Knowledge</i>	<i>Skills</i>	
Steady beat Pictures/icons Sound Silent beat/rest Body percussion	<ul style="list-style-type: none"> Use body percussion or classroom instruments to keep a steady beat while singing or listening to music Point to steady beat symbols in time with the music 	
SUGGESTED STEPS Sources: (K Grade Books, unless otherwise stated) MM= <u>Making Music</u> : 2008 California Edition, STM= <u>Share the Music</u> , Kodály in Kindergarten by Katinka Daniel		
FOCUS	SOURCE	SONGS/ACTIVITIES
Sing and pat the steady beat to a familiar song or rhyme.	MM	<i>Eency Weency Spider</i> <i>Blue Bird</i>
	Other	<i>The Alphabet Song</i> <i>Happy Birthday to You</i> <i>Twinkle, Twinkle</i> <i>Where is Thumbkin?</i>
Discover how an icon/picture can represent the beat. 1. Sing a song or say a rhyme and keep the beat while teacher points to pictures/icons representing the steady beat. <ul style="list-style-type: none"> Students lead the group as they tap the pictures on the beat Students discover that an icon/picture can represent the beat. 2. Practice following pictures/icons that represent the beat. <ul style="list-style-type: none"> Keep the beat by pointing to beat icons/pictures on your own personal chart while you sing a song or say a rhyme. 	MM	<i>Rain on the Green Grass</i> (poem) <ul style="list-style-type: none"> Resource Book p. D-2 <i>Knock, Knock, On the Beat-1,2,3,4</i> (chant) <ul style="list-style-type: none"> Resource Book p. D-3 <i>On the Bubbly Beat-Bubble Gum</i> <ul style="list-style-type: none"> Resource Book p. D-5 <i>Counting on the Beat-2,4,6,8,-</i> <ul style="list-style-type: none"> Resource Book, p. G-14
	STM	


2. RHYTHM: Pictures and symbols can represent long and short sounds and silences..

<i>Knowledge</i>	<i>Skills</i>
Beat/Rhythm Long and short sounds Ta and Ti-Ti Beat/Silent Beat (Rest) Body Percussion	<ul style="list-style-type: none"> • Differentiate between beat and rhythm • Differentiate between long and short sounds • Read and perform using body percussion the rhythm of the music • Read and perform on rhythm instruments the rhythm of the music

SUGGESTED STEPS

Sources: (K Grade Books, unless otherwise stated)
 MM=Making Music: 2008 California Edition, STM=Share the Music,
 Kodály in Kindergarten by Katinka Daniel

FOCUS	SOURCE	SONGS/ACTIVITIES								
Recognize short and long sounds in rhythms	MM	<i>Old Blue</i> p. 122 <ul style="list-style-type: none"> • Resource Book p. D-15 								
<p>Explore how an icon/picture can represent the rhythm.</p> <ul style="list-style-type: none"> • Sing the song or say the rhyme and clap the rhythm while teacher points to the steady beat icons • Use icons/pictures to represent the rhythm above the icon/picture for the beat. Sing the song and clap the rhythm as teacher points to the rhythm icons. • Ask students which beats have one sound (syllable) and then ask which beats have 2 sounds. • Use groups of words with one or two syllables to practice beat/ rhythm • Combine these words to create different rhythm patterns. e.g. • Beat / / / / Bear, bear, ted-dy, bear Pear, pear, ap-ple, pear • Use beat box: <table border="1" style="width: 100%; text-align: center;"> <tr> <td>bear</td> <td>bear</td> <td>ted-dy</td> <td>bear</td> </tr> </table> <table border="1" style="width: 100%; text-align: center;"> <tr> <td>pear</td> <td>pear</td> <td>ap-ple</td> <td>pear</td> </tr> </table>	bear	bear	ted-dy	bear	pear	pear	ap-ple	pear	MM	<i>Sugar “Shuga” Bee</i> <ul style="list-style-type: none"> • Listening Map <i>Corn Grinding Song-</i> <ul style="list-style-type: none"> • Big Book-12 • Resource Book p. D-8 <i>Little Spider-</i> <ul style="list-style-type: none"> • Big Book- 17 • Resource Book p. D-11 <i>Candle Burning Bright-</i> <ul style="list-style-type: none"> • Resource Book p. D-12 <i>Counting on the Beat-2,4,6,8,-</i> <ul style="list-style-type: none"> • Resource Book, p. G-14 <i>On a Log, Mister Frog</i> p. 148 <ul style="list-style-type: none"> • Resource Book p. D-18 <i>Down in the Meadow</i> p. 147 <ul style="list-style-type: none"> • Big Book p. 27 <i>Bereleh</i> p. 151 <ul style="list-style-type: none"> • Big Book p. 28 <i>Five Little Chickadees</i> p. 178 <ul style="list-style-type: none"> • Big Book p. 32 <i>Kaeru no uta</i> p. 182 <ul style="list-style-type: none"> • Big Book p. 33
bear	bear	ted-dy	bear							
pear	pear	ap-ple	pear							

<p>Practice reading rhythms notated with stick and/or standard notation.</p> <ul style="list-style-type: none"> • Clap and speak the rhythm of the words • Identify the written phrase • Sing and read the phrase • Clap and speak the rhythm with rhythm syllables while teacher points to the beat. • Step the beat, clap or play the rhythm on rhythm sticks. Read from the board or rhythm cards • Make up rhythms on board and play or say them using words, rhythm syllables, rhythm instruments, etc. <ul style="list-style-type: none"> ○ Use 1 & 2 syllable words in categories ○ Use a beat template or beat box e.g.: <p>Beat box</p>  <ul style="list-style-type: none"> ○ Identify one sound on the beat as <i>ta</i> or <i>long</i> and two sounds on the beat as <i>ti-ti</i> or <i>short-short</i> 	<p>MM</p>	<p><i>A Good Old Happy Song</i> p. 201</p> <ul style="list-style-type: none"> • Big Book p.36 <p><i>Alphabet Song</i> p. 51</p> <ul style="list-style-type: none"> • Big Book p. 51
<p>Identify silent beats through listening and moving.</p> <ul style="list-style-type: none"> • Students listen for silent beats (where the beat continues, but the sound stops), in the music and show the silent beat with hand or body movement. • Sing a song and pat the beat while teacher marks the beats in phrases on the board using parallel or perpendicular lines. Sing the song again while teacher follows beat and crosses out the silent beats. • Ask the students how many times they had to rest their voices? <p>2. Define Rest and show its symbol.</p> <ul style="list-style-type: none"> • Use simplified rest (backward Z) • Clap rhythm and direct students to be silent for the rest. 	<p>MM</p>	<p><i>Ég a gyertya (Candle Buring Bright)</i> p.96</p> <ul style="list-style-type: none"> • Resource Book p. D-12 <p><i>Bereleh (Little Snail)</i> p. 150</p> <ul style="list-style-type: none"> • Resource Book p. D-19. <p><i>Alphabet Song</i> p. 51</p> <ul style="list-style-type: none"> • Big Book p. 51 <p><i>Rinsho, rinsho</i> p. 285</p> <ul style="list-style-type: none"> • Big Book p. 52

3. Practice reading rhythms with rests, using strategies suggested for quarter and eighth notes above.		
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3. MELODY: Pictures and symbols can represent high and low sounds.

<i>Knowledge</i>	<i>Skills</i>
High/Low Higher/Lower Up/Down Upward/Downward Low to High High to Low Picture/Icon notation	<ul style="list-style-type: none"> Recognize and sing high and low sounds. Play high and low sounds on melody instruments. Show high and low sounds with body and hand movement. Read and respond to pictures/icons that represent high and low sounds and melodic contour.

SUGGESTED STEPS
Sources: (K Grade Books, unless otherwise stated)
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Kodály in Kindergarden by Katinka Daniel

FOCUS	SOURCE	SONGS/ACTIVITIES
<p>Follow the melodic direction of a song with body movements</p> <ul style="list-style-type: none"> Teacher models melodic direction with hand movements while students listen to a song. Students discover that melodies can move up or down. Students sing a song and use hand movements to show the melodic contour, following the teacher’s model. 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> 	MM	<p><i>Andy Pandy</i></p> <ul style="list-style-type: none"> Resource Book p. D-6 <p><i>Mary Wore Her Red Dress</i></p> <ul style="list-style-type: none"> Resource Book p. D-9 <p><i>Here I Go</i> p. 72</p> <ul style="list-style-type: none"> Big Book p. 13 <p><i>Buzzy, Buzzy Bee</i> p. 76</p> <ul style="list-style-type: none"> Big Book p.14 Resource Book p. D-10 Resource Book p. E13 <p><i>Bluebird, Bluebird</i> p. 104</p> <ul style="list-style-type: none"> Resource Book p. D-14 <p><i>El Caracol (The Snail Dance)</i> p. 130</p> <ul style="list-style-type: none"> Resource Book p. D-16 <p>Curwen Hand Sign Chart</p> <ul style="list-style-type: none"> Resource Book p. D-21
	STM	
<p>Follow the melodic direction of a song with pictures/icons</p> <p>1. Sing or listen to a melody and follow melodic icons.</p>	MM	<p><i>Andy Pandy</i></p> <ul style="list-style-type: none"> Resource Book p. D-6 <p><i>Mary Wore Her Red Dress</i></p> <ul style="list-style-type: none"> Resource Book p. D-9 <p><i>Here I Go</i> p. 72</p>

<ul style="list-style-type: none"> • Sing and use hand movements to follow the melody while teacher points to icons showing the melodic contour. (Chart, Big Book, etc.). • Discover how the icons show the same shape as the hand movements. • Students point to places where the icons show the melody going up; then where it is going down. 	MM	<ul style="list-style-type: none"> • Big Book p. 13 <p>Buzzy, Buzzy Bee p. 76</p> <ul style="list-style-type: none"> • Big Book p.14 <p><i>Ee jer ha ba go (The Hungry Dog) p. 132</i></p> <ul style="list-style-type: none"> • Big Book p. 24 • Resource Book p. D-17
<p>2. Practice following the melodic contour.</p> <ul style="list-style-type: none"> • Listen to or sing the song and point to melodic icons on your own personal chart • Use different colors to mark places on the chart that go up and down. 	STM	