



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>We can tell a story with music, movement and actions.</p> <p><u>Essential Questions</u></p> <ul style="list-style-type: none"> • How does music help tell a story? • How can we respond and move to music to help tell a story? • How can music be combined with other art forms (dance, theatre and visual arts) to tell a story? 	
California Standards Addressed	1.2	Identify and describe basic elements in music (e.g. high/low, loud/soft, beat)
	2.3	Play instruments and move or verbalize to demonstrate awareness of beat, tempo, dynamics, and melodic direction.
	2.4	Create accompaniments, using the voice or a variety of classroom instruments.
	4.1	Create movements that correspond to specific music.
	5.1	Use music, together with dance, theatre and visual arts for storytelling.
Sample Performance Task	Sing a song, dance a dance, play a rhythm instrument that reflects the purpose of the music. Use appropriate tempos (fast/slow), and dynamics (soft/loud) when performing the music.	

DEVELOPING CONCEPTS

1. MOVEMENT DEVELOPMENT: <i>Movement can be used to dramatize the images in a song.</i>		
<i>Knowledge</i>		<i>Skills</i>
Movement vocabulary: bow fly leap slide circle freeze line stamp crawl gallop melt turn creep glide mirror twirl crumple hop pull walk explode in place push wiggle flick jiggle roll float jump run		<ul style="list-style-type: none"> • Discover ways to pretend • Discover new ways to move and talk about movement • Discover and label ways animals may move • Create movement in response to environmental sounds • Create movement in response to music • Move appropriately to verbal and musical cues • Move appropriately to the beat
SUGGESTED STEPS		
Sources: (K Grade Books, unless otherwise stated) MM=Making Music: 2008 California Edition		
FOCUS	SOURCE	SONGS/ACTIVITIES
Listen and respond to environmental sounds.	MM	<i>Louds and Softs of the Seasons</i>

		<i>Big Old Storm a Coming</i> <i>Is the sound High or Low</i> <i>Machine Music</i> <i>Que llueva!</i>
Create a sound/movement story about a train, or another thematic movement idea.	MM	<i>“Los trencitos”</i> <i>The Little Train of the Caipira</i> <i>Get on Board</i> <i>Little Red Caboose</i>

2. CREATIVE DRAMATIZATION: *Music, movement and instruments can help tell a story.*

<i>Knowledge</i>	<i>Skills</i>
Elements of Music <ul style="list-style-type: none"> •€ Tempo: fast/slow •€ Dynamics: loud/soft •€ Melodic contour: high low; up/down •€ Patterns: same/different •€ Timbre •€ Sequence 	<ul style="list-style-type: none"> • Demonstrate awareness of musical concepts by responding appropriately with movement • Listen and process musical information

SUGGESTED STEPS

Sources: (Kindergarten Grade Books, unless otherwise stated)
MM=Making Music: 2008 California Edition

FOCUS	SOURCE	SONGS/ACTIVITIES
Create movements to imitate animals responding to the tempo, dynamics, and melodic contour. Use opposites to assist in defining concept.	MM	<i>“The Aviary”</i> from <i>Carnival of the Animals</i> (high) <i>“The Elephant”</i> from <i>Carnival of the Animals</i> (low) <i>The Kangaroo Song</i> (high and low) <i>Flight of the Bumble Bee</i> (fast) <i>Baby Beluga-</i> (up/down) <i>The Up and Down Kitten</i> (up and down) <i>“Love for Two Cats”</i> from <i>L’Enfant et les sortileges</i> (up and down) <i>Bear Dance</i> (same and different phrases) <i>“The Bear Dance Song”</i> (steady beat)
Create and perform movement and or body percussion at different tempos to accompany music or a poem.		<i>Happiness</i> (poem) <i>Galoshes</i> (poem) <i>Chramer, gip die Varwe mir</i> <i>Carmina Burana</i> (fast) <i>Going on a Bear Hunt</i> (fast/slow) <i>Little Red Wagon</i> (fast/slow)
Dramatize stories using high and low sounds. Dramatize stories using fast and slow. Dramatize stories using movements that show differences in musical style. Sequence and re-tell the story using musical elements.		<i>The Three Little Pig</i> (high/low) <i>Goldilocks and the Three Bears</i> (high, middle, low) <i>“The Revenge Aria”</i> from <i>The Magic Flute</i> (high-fast) <i>“In These Bright Halls”</i> from <i>The Magic Flute</i> (low, slow) <i>Little Miss Muffet</i> (up and down) <i>“Chinese Dance”</i> from <i>The Nutcracker</i> (high and low) <i>Hey, Diddle, Diddle</i> (traditional style)

		<i>Hey, diddle, Diddle</i> (hip-hop)
Create and perform on classroom instruments an accompaniment for the music.		<i>“Chinese Dance”</i> from <i>The Nutcracker</i> (high and low) <i>Bam, chi, chi, bam</i> (steady beat, instrument timbres) <i>On a Log Mister Frog</i> (steady beat, instrument timbres)