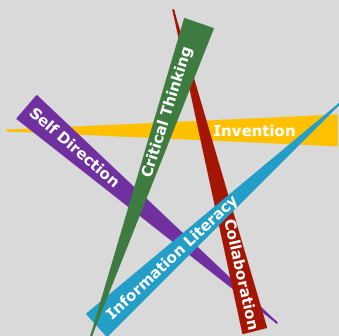


**Curriculum Development Course at a Glance
Planning for Kindergarten Music**

Content Area	Music	Grade Level	Kindergarten
Course Name/Course Code			
Standard	Grade Level Expectations (GLE)	GLE Code	
1. Expression of Music	1. Perform independently	MU09-GR.K-S.1-GLE.1	
	2. Respond to music with movement	MU09-GR.K-S.1-GLE.2	
2. Creation of Music	1. Create music through a variety of experiences	MU09-GR.K-S.2-GLE.1	
	2. Identify simple musical patterns	MU09-GR.K-S.2-GLE.2	
3. Theory of Music	1. Comprehension of musical opposites	MU09-GR.K-S.3-GLE.1	
	2. Comprehension of basic elements of musical form	MU09-GR.K-S.3-GLE.2	
	3. Identify different vocal and instrumental tone colors	MU09-GR.K-S.3-GLE.3	
	4. Identify simple rhythmic patterns	MU09-GR.K-S.3-GLE.4	
4. Aesthetic Valuation of Music	1. Demonstrate respect for the contribution of others in a musical setting	MU09-GR.K-S.4-GLE.1	
	2. Respond to musical performance at a basic level	MU09-GR.K-S.4-GLE.2	
	3. Identify and discuss music and celebrations in daily life	MU09-GR.K-S.4-GLE.3	

Colorado 21st Century Skills



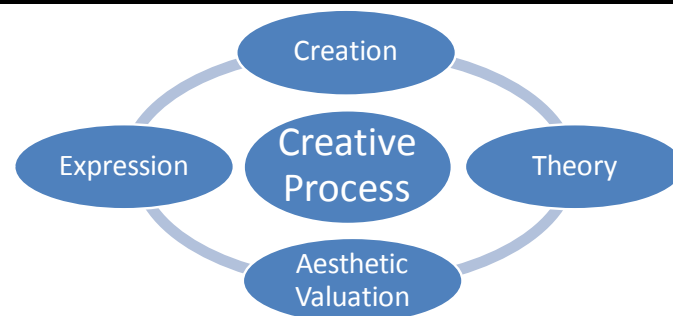
Critical Thinking and Reasoning: *Thinking Deeply, Thinking Differently*

Information Literacy: *Untangling the Web*

Collaboration: *Working Together, Learning Together*

Self-Direction: *Own Your Learning*

Invention: *Creating Solutions*



The Colorado Academic Standards for Music are not intended to be taught in a linear (checklist of coverage) fashion, but rather should be implemented as a cyclical creative process. Each unit within this sample blueprint intentionally includes standards from all four music standards to illustrate this process-based philosophy.

Unit Titles	Length of Unit/Contact Hours	Unit Number/Sequence
Sounds in My World	12 Weeks	1
Show Me the Way to.....	12 Weeks	2

**Curriculum Development Overview
Unit Planning for Kindergarten Music**

Unit Title	Sounds in My World		Length of Unit	12 Weeks
Focusing Lens(es)	Play/Exploration	Standards and Grade Level Expectations Addressed in this Unit	MU09-GR.K-S.1-GLE.1, MU09-GR.K-S.1-GLE.2 MU09-GR.K-S.2-GLE.1, MU09-GR.K-S.2-GLE.2 MU09-GR.K-S.3-GLE.1, MU09-GR.K-S.3-GLE.2, MU09-GR.K-S.3-GLE.3, MU09-GR.K-S.3-GLE.4 MU09-GR.K-S.4-GLE.3	
Inquiry Questions (Engaging-Debatable):	<ul style="list-style-type: none"> • How do you decide when to use your speaking voice and your singing voice? (MU09-GR.K-S.1-GLE.1,2) and (MU09-GR.K-S.3-GLE.1,2,3,4) and • Does all music use patterns? • Can you make music without patterns? • Why do people move to music? 			
Unit Strands	Expression, Creation, Theory, Aesthetic Valuation			
Concepts	Patterns, Movement, Technique, Rhythm, Space/Time/Energy, Melody, Exploration, Expressive Elements (dynamics, tempo, articulation)			

Generalizations My students will Understand that...	Guiding Questions	
	Factual	Conceptual
Musical patterns can inform choices for movements. (MU09-GR.K-S.1-GLE.1,2) and (MU09-GR.K-S.3-GLE.1-EO.b)	What kind of movement did you use to show the pattern in (insert piece) (i.e. Schumann's <i>The Wild Horsemen</i>) (long/short, high/low, fast/slow)? What ta and ti-ti pattern does clapping your name show?	How do patterns influence your movement?
Exploration with the voice facilitates development of proper technique. (MU09-GR.K-S.1-GLE.1-EO.a) and (MU09-GR.K-S.2-GLE.1-EO.a) and (MU09-GR.K-S.3-GLE.1,3) and (MU09-GR.K-S.4-GLE.3-EO.c)	How do you know when you are using your singing voice or your speaking voice?	How does exploring with your voice make you a better singer?
Rhythm establishes musical patterns. (MU09-GR.K-S.1-GLE.1,2) and (MU09-GR.K-S.2-GLE.2-EO.a) and (MU09-GR.K-S.3-GLE.1,2,4)	What is the pattern you hear in (insert piece) (i.e. <i>BINGO</i>)?	Where else in your life can you find patterns?
Space, time, and energy combine to develop movement choices. (MU09-GR.K-S.1-GLE.2-EO.b) and (MU09-GR.K-S.3-GLE.1-EO.b)	Would galloping or stomping be an appropriate movement for (insert piece) (i.e. Schumann's <i>The Wild Horsemen</i>)?	Why do people move to music?

**Curriculum Development Overview
Unit Planning for Kindergarten Music**

Critical Content: My students will Know...	Key Skills: My students will be able to (Do)...
<ul style="list-style-type: none"> • Words have patterns that can be called rhythms. (MU09-GR.K-S.1-GLE.1, 2) and (MU09-GR.K-S.2-GLE.2-EO.a) and (MU09-GR.K-S.3-GLE.4-EO.b, c) • The difference between a singing voice and a speaking voice. (MU09-GR.K-S.1-GLE.1-EO.a) and (MU09-GR.K-S.2-GLE.1-EO.a) and (MU09-GR.K-S.3-GLE.3-EO.a, b) • The difference between short and long sounds and silence. (MU09-GR.K-S.1-GLE.2-EO.b) and MU09-GR.K-S.2-GLE.2-EO.a) and (MU09-GR.K-S.3-GLE.1,4) • Instruments have different sound qualities. (MU09-GR.K-S.3-GLE.3-EO.b) and (MU09-GR.K-S.4-GLE.3-EO.c) 	<ul style="list-style-type: none"> • Perform patterns by singing, chanting, playing, and moving. (MU09-GR.K-S.1-GLE.1, 2) and (MU09-GR.K-S.3-GLE.4-EO.b) • Respond appropriately with singing and speaking voices in songs, stories, and poems. (MU09-GR.K-S.1-GLE.1) and (MU09-GR.K-S.2-GLE.1-EO.a) • Demonstrate patterns in music through movement (MU09-GR.K-S.1-GLE.2) and (MU09-GR.K-S.3-GLE.1,4) • Describe the timbre of non-pitched instruments. (MU09-GR.K-S.3-GLE.3-EO.b) and (MU09-GR.K-S.4-GLE.3-EO.c)

<p>Critical Language: includes the Academic and Technical vocabulary, semantics, and discourse which are particular to and necessary for accessing a given discipline. EXAMPLE: A student in Language Arts can demonstrate the ability to apply and comprehend critical language through the following statement: <i>“Mark Twain exposes the hypocrisy of slavery through the use of satire.”</i></p>	
<p>A student in _____ can demonstrate the ability to apply and comprehend critical language through the following statement(s):</p>	<p><i>Patterns can be performed by using singing/speaking voices and rhythmic movement.</i></p>
<p>Academic Vocabulary:</p>	<p>Pattern, singing, speaking, silence</p>
<p>Technical Vocabulary:</p>	<p>Steady beat, rhythm syllables for quarter note and paired eighth note (i.e. ta; ti-ti), rhythm</p>

**Curriculum Development Overview
Unit Planning for Kindergarten Music**

Unit Title	Show Me the Way to.....		Length of Unit	12+ Weeks
Focusing Lens(es)	Structure and Function	Standards and Grade Level Expectations Addressed in this Unit	MU09-GR.K-S.1-GLE.1, MU09-GR.K-S.1-GLE.2 MU09-GR.K-S.2-GLE.1, MU09-GR.K-S.2-GLE.2 MU09-GR.K-S.3-GLE.1, MU09-GR.K-S.3-GLE.2, MU09-GR.K-S.3-GLE.4 MU09-GR.K-S.4-GLE.1, MU09-GR.K-S.4-GLE.2, MU09-GR.K-S.4-GLE.3	
Inquiry Questions (Engaging-Debatable):	<ul style="list-style-type: none"> Why do people use music for celebrations? (MU09-GR.K-S.1-GLE.1,2) and (MU09-GR.K-S.2-GLE.1,2) and (MU09-GR.K-S.3-GLE.1,2,4) and (MU09-GR.K-S.4-GLE.1,2,3) Should everyone want to move the same when listening to the same music? Why or why not How does the music inspire people to move a certain way? 			
Unit Strands	Expression, Creation, Theory, Aesthetic Valuation			
Concepts	Order/Form, Moods, Culture/Influence, Rhythm, Tradition, Movement, Investigate/Discovery, Expressive Elements (dynamics, tempo, articulation), Structure			

Generalizations My students will Understand that...	Guiding Questions	
	Factual	Conceptual
The structure of music can organize movement. (MU09-GR.K-S.1-GLE.2) and (MU09-GR.K-S.2-GLE.1-EO.b) and (MU09-GR.K-S.3-GLE.1,2,4) and (MU09-GR.K-S.4-GLE.2,3)	Which parts are the same in (insert piece) (i.e. <i>Chopin: Ballade #1 in G Minor</i>)?	Why does one way of moving not always fit an entire piece of music?
Cultures convey musical traditions through their dances, voices, and instruments. (MU09-GR.K-S.4-GLE.2,3)	What traditions or instruments are connected to certain types of music? Why do we sing certain types of songs at certain times of the year- i.e. spooky songs at Halloween?	What makes music special to people?
Expressive elements communicate mood in music. (MU09-GR.K-S.1-GLE.2-EO.a) and (MU09-GR.K-S.2-GLE.1-EO.b) and (MU09-GR.K-S.3-GLE.1,2-EO.b) and (MU09-GR.K-S.4-GLE.2-EO.a, b)	Is (insert song) (i.e. <i>If You're Happy and You Know It</i>) a happy song/sad song/exciting song?	What makes a song sound happy or sad?
Movement can demonstrate expressive elements. (MU09-GR.K-S.1-GLE.2-EO.a) and (MU09-GR.K-S.2-GLE.1-EO.b) and (MU09-GR.K-S.3-GLE.1,2) and (MU09-GR.K-S.4-GLE.2,3)	Would you choose to move fast or slow to (insert piece) (i.e. "Aquarium" from <i>Carnival of the Animals</i>)?	How can expressive elements in music help you to know how to move?

**Curriculum Development Overview
Unit Planning for Kindergarten Music**

Critical Content: My students will Know...	Key Skills: My students will be able to (Do)...
<ul style="list-style-type: none"> • Music has structure through repetitive patterns. (MU09-GR.K-S.1-GLE.2-EO.a) and (MU09-GR.K-S.3-GLE.2-EO.b) • Why we sing particular songs (i.e. <i>Jingle Bells</i>) at a particular season or time. (MU09-GR.K-S.4-GLE.1,2) and (MU09-GR.K-S.4-GLE.3-EO.a, c) • Expressive elements (high/low, fast/slow, loud/soft) (MU09-GR.K-S.1-GLE.2-EO.a) and (MU09-GR.K-S.2-GLE.2-EO.b) and (MU09-GR.K-S.3-GLE.1-EO.a, b) 	<ul style="list-style-type: none"> • Respond kinesthetically to musical phrases. (MU09-GR.K-S.1-GLE.2-EO.a) and (MU09-GR.K-S.3-GLE.2-EO.b) • Identify and sing songs from a variety of cultures and styles. (MU09-GR.K-S.4-GLE.2, 3-EO.a) • Demonstrate and identify expressive elements in music. (MU09-GR.K-S.1-GLE.2-EO.a) and (MU09-GR.K-S.2-GLE.1-EO.b) and (MU09-GR.K-S.3-GLE.1-EO.a, b)

<p>Critical Language: includes the Academic and Technical vocabulary, semantics, and discourse which are particular to and necessary for accessing a given discipline. EXAMPLE: A student in Language Arts can demonstrate the ability to apply and comprehend critical language through the following statement: <i>“Mark Twain exposes the hypocrisy of slavery through the use of satire.”</i></p>	
<p>A student in _____ can demonstrate the ability to apply and comprehend critical language through the following statement(s):</p>	<p><i>Different music has different patterns (foundational for understanding the structural and cultural elements of music).</i></p>
<p>Academic Vocabulary:</p>	<p>Culture, Celebrations, high/low, fast/slow, loud/soft, style, traditions, patterns</p>
<p>Technical Vocabulary:</p>	<p>Expressive, culture, phrase</p>