

**LITCHFIELD PUBLIC SCHOOLS**  
**Core Curriculum Scope and Sequence**  
**MUSIC-KINDERGARTEN**

**Focus Standard 1: Students will sing, alone and with others a varied repertoire of music.**

	<b>CT Frameworks/ Standards</b>	<b>Content and Skill Objectives</b> Students will be able to:	<b>Assessments</b>	<b>Resources</b>
	<p>1a. Sing independently on pitch and in rhythm, with appropriate timbre, diction and posture, and maintain a steady tempo</p> <p>1b. Sing expressively, with appropriate dynamics, phrasing and interpretation.</p> <p>1c. Sing from memory a varied repertoire of songs representing genres and styles from diverse cultures</p> <p>1d. Sing ostinatos, partner songs and rounds</p> <p>1e. Sing in groups, blending vocal timbres, matching dynamic levels, and responding to the cues of a conductor</p>	<p>Demonstrate light and heavy vocal levels and sounds in a variety of ways 1a</p> <p>Echo sing and match pitches accurately, singing familiar, short melodic phrases solo, and in groups 1a</p> <p>Sing a repertoire of folk songs, patriotic songs, holiday songs, program songs, singing game songs, and story songs. 1b,c</p> <p>Be introduced to the concept of a round and partner songs and experience singing a round and partner songs with the Center School student body 1d</p> <p>Sing in many small and large group settings and follow conducting cues for the beginning and ending a song 1e</p>	<p>Teacher observation</p> <p>Student participation</p> <p>Verbal responses to questions</p>	<p>Feierabend resource books and Conversational Solfege Amidon's "Jump Jim Joe" and "Down in the Valley" books and CDs</p> <p>Denise Gagne Singing Games</p> <p>Jill Trinka books and CDs</p> <p>Wee Sing books and CDs</p> <p>Stories that are sung</p> <p>Flag Day and Holiday Songfest repertoire</p> <p>Kindergarten Program songs</p>

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**Focus Standard 2: Students will play, alone and with others, a varied repertoire of instrumental music.**

	<b>CT Frameworks/ Standards</b>	<b>Content and Skill Objectives</b> Students will be able to:	<b>Assessments</b>	<b>Resources</b>
	<p>2a. Perform on pitch, in rhythm, with appropriate dynamics and timbre, and maintain a steady tempo</p> <p>2b. Perform easy rhythmic, melodic and chordal patterns accurately and indenpently on rhythmic, melodic, and harmonic classroom instruments</p> <p>2c. Perform expressively a varied repertoire of music representling diverse genres and styles</p> <p>2d. Echo short rhythms and melodic patterns</p> <p>2e. Perform in groups, blending instrumental timbres, matching dynamic levels, and responding to cues of a conductor</p> <p>2f. Perform independent instrumental parts while other students sing or play contrasting parts</p>	<p>Maintain macro and micro steady beats using body movements and using classroom percussion instruments.</p> <p>2a</p> <p>Echo 4 beat rhythm patterns using Kodaly syllables and play them on their practice instrument(hands) and percussion instruments alone and in a group with and without CD accompaniment</p> <p>2b</p> <p>Students will begin to maintain the steady beat on instruments while other students sing</p> <p>2f</p>	<p>Teacher observation</p> <p>Student participation</p> <p>Verbal responses to questions</p>	<p>Conversational Solfege rhythm patterns in duple meter</p> <p>Classroom percussion instruments</p> <p>Rockin' Rhythm Band CD</p>

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**Focus Standard 3: Students will improvise melodies, variations and accompaniments.**

	<b>CT Frameworks/ Standards</b>	<b>Content and Skill Objectives</b> Students will be able to:	<b>Assessments</b>	<b>Resources</b>
	<p>3a. Improvise “answers” in the same style to given rhythmic and melodic phrases</p> <p>3b. Improvise simple rhythmic and melodic ostinato accompaniments</p> <p>3c. Improvise simple rhythmic variations and simple melodic embellishments on familiar melodies</p> <p>3d. Improvise short songs and instrumental pieces, using a variety of sound sources, nontraditional sounds available in the classroom, body sounds and sounds produced by electronic means</p>	<p>Begin to improvise rhythm answers using Kodaly syllables with their voices 3a</p> <p>Improvise a short melody about their favorite color, animal, food etc. 3d</p>	<p>Teacher observation and feedback</p>	<p>Conversational Solfege 4 beat rhythm patterns in duple meter</p>

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**Focus Standard 5: Students will read and notate music**

	<b>CT Frameworks/ Standards</b>	<b>Content and Skill Objectives</b> Students will be able to:	<b>Assessments</b>	<b>Resources</b>
	<p>5a. Read whole, half, quarter and eighth note rhythms using rhythmic syllables, clapping, marching etc.</p> <p>5b. Use a system (that is syllables, numbers or letters) to read simple pitch notation in the treble clef in major keys</p> <p>5c. Identify symbols and traditional terms referring to dynamics, tempo and articulation and interpret them correctly when performing</p> <p>5d. Use standard symbols to notate meter, rhythm, pitch and dynamics in simple patterns presented by the teacher</p>	<p>Sing and identify various note values as they occur in songs they sing and in music they listen to if applicable</p> <p>Speak and tap quarter and eighth note rhythms using Kodaly rhythmic syllables in preparation for reading the rhythm patterns in first grade</p> <p>5a</p> <p>Sing DoReMi patterns they occur in songs they sing. 5b</p> <p>Begin to identify the treble clef sign as they listen to treble clef instruments and as they sing with their treble clef voices</p> <p>Discriminate differences in tempos and match them with the “tempo cats” hanging on the wall when they listen to music. Begin to use the terms forte and piano</p> <p>5c</p>	<p>N.A.</p>	<p>Conversational Solfege rhythms in duple meter</p> <p>Listening CDs</p> <p>Do Re Mi folk songs</p>

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**Focus Standard 6: listen to, describe and analyze music**

	<b>CT Frameworks/ Standards</b>	<b>Content and Skill Objectives</b> Students will be able to:	<b>Assessments</b>	<b>Resources</b>
	<p>6a. Identify simple music forms when presented aurally</p> <p>6b. Demonstrate perceptual skills by moving in response to, by answering questions about, and by describing aural example of music of various styles representing diverse cultures</p> <p>6c. Use appropriate terminology in explaining music, music notation, music instruments and voices, and music performances.</p> <p>6d. Identify the sounds of a variety of instruments including many band and orchestra instruments, and instruments from various cultures, as well as children's voices and male and female adult voices</p> <p>6e. Respond through</p>	<p>Begin to recognize part A and B design in music they sing as directed by the teacher 6a</p> <p>Begin to use tempo and dynamics terminology 6c</p> <p>Recognize the timbre of the flute, piccolo, violin, trumpet, saxophone, orchestra, adult and children's voices, and band 6d</p> <p>Respond to music through appropriate movement 6e</p>	<p>N.A.</p>	<p>Various listening CDs</p> <p>Short excerpts from Wynton Marsalis videos "Why Toes Tap" and "Tackling the Monster"</p> <p>Vienna Boy's Choir Video6a,c,d</p> <p>Feierabend Move It! CD for Beethoven's FurElise 6e</p>

	purposeful movement to selected prominent music characteristics or to specific music events while listening to music			
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**Focus Standard 8: Students will make connections between music, other disciplines and daily life**

	<b>CT Frameworks/ Standards</b>	<b>Content and Skill Objectives</b> Students will be able to:	<b>Assessments</b>	<b>Resources</b>
	<p>8a. Identify similarities and differences in the meanings of common terms used in the various arts</p> <p>8b. Identify ways in which the principles and subject matter of music and other disciplines taught in the school are interrelated</p>	<p>Begin to compare tonal colors they hear in music to colors they see and draw with. Discover that music and art both have patterns 8a</p> <p>Listen to music that tells a story or paints a picture such as “Morning” from the Peer Gynt suite.</p> <p>Discover that stories can be set to music as they enjoy many singing story books.</p> <p>Learn that songs have a history or come from different parts of the world, such as Yankee Doodle 8b</p>	<p>N.A.</p>	<p>Instrumental CDs</p> <p>Simple songs and rhymes that have repeated patterns</p> <p>Singing storybook collection</p> <p>Wynton Marsalis’” Why Toes Tap” video, Sugarplum Fairy segment</p>