

**Kindergarten Music Curriculum  
Jordan Bank Elementary School  
Oxford Area School District  
2024-2025**

*“The mission of the Oxford Area School District is to have all students achieve academic excellence in a safe and nurturing environment. In partnership with families and the community, we will prepare each student to be a confident, contributing, productive, and responsible citizen.”*

**Overview**

When students enter their kindergarten music classes, they begin their journey into music education. This is the start of students finding out how they feel about music and ways music can assist them through their learning process. The Kindergarten music curriculum consists of four main units throughout the school year. These units are: knowing myself as a musician, characteristics of music, rhythm, and movement, and learning music through different cultures.

Timeline: Classes are seen once every 4-day cycle and will occasionally be seen twice a month due to a rotation of Monday specials.

## Curriculum Map

### Kindergarten Units

#### Unit 1: Knowing myself as a musician

##### Essential Questions

- How do I use music every day?
- How does my body react to music?
- What makes me want to move when I hear music?
- What do I enjoy most about music?
- How can I make music that shows how I feel?
- Do I like to sing, dance, play an instrument, or clap to the beat?
- How does music help me in life?

##### Unit Objectives

- Students will be able to recognize and express their personal preferences for types of music (e.g., singing, dancing, or playing instruments).
- Students will explore how music can be used to express different feelings (e.g., happy, sad, excited) and share their emotions through sound and movement.
- Students will experiment with various methods of creating music, such as using their voice, clapping, stomping, or playing instruments.
- Students will gain confidence in performing or expressing themselves musically in front of others, even in a small group or class setting.
- Students will understand that music is a part of their everyday life and can be used in different situations, such as for fun, relaxation, or celebration.

##### PA Focus Standards

Standard - 9.1.M.K.A1

Know and use basic elements and principles of music and movement.

Standard - 9.3.K.G1

Formulate and share an opinion about one's own work and that of others.

Standard - 9.4.K.B1

Demonstrate an emotional response to viewing or creating various works of art.

**Skills:**

- Knowing what music you like
- Knowing how music makes you feel
- Trying new ways to make music
- Singing and dancing in front of others
- Know when to use music
- Moving your body to the beat.

**Competencies:**

- Talking about your favorite music
- Using music to show how you feel
- Making your own music
- Making music as a team
- Keeping the beat

**Assessments**

- Teacher observations

**Curriculum Connections**

- ELA
  - reading left to right
  - Oral, and verbal skills
  - Summarizing events
- Math

- Counting

### **Required Materials/Resources**

## **Unit 2: Characteristics of Music**

### **Essential Questions**

- How many different ways can I use my voice?
- How does music make you feel?
- What do we hear when we listen to music?
- What is a beat in music?
- What is pitch?
- How can we listen to music?
- Do songs ever make us feel happy or sad?

### **Unit Objectives**

- Students will explore how to use their voices in different ways, such as singing, speaking, whispering, and shouting, to create a variety of sounds and express emotions.
- Students will learn to identify how different types of music can make them feel, like happy, sad, or excited, and express those feelings through movement or sound.
- Students will practice listening carefully to different kinds of music and identify the different sounds they hear, such as instruments, voices, or rhythms.
- Students will learn what a beat is in music and practice clapping, tapping, or stomping along with the beat to help them understand the rhythm.
- Students will explore the concept of pitch by recognizing high and low sounds, and practice making these sounds with their voices or instruments.
- Students will explore different ways to listen to music, such as sitting quietly, moving to the music, or singing along, to understand how we can enjoy music in many ways.

**PA Focus Standards****Standard - 9.1.M.K.A1**

Know and use basic elements and principles of music and movement.

**Standard - 9.3.K.F1**

Recognize and name a variety of art forms.

**Standard - 9.3.K.G1**

Formulate and share an opinion about one's own work and that of others.

**Standard - 9.4.K.B1**

Demonstrate an emotional response to viewing or creating various works of art.

**Skills:**

- Using voice in different ways (singing, speaking, whispering, shouting).
- Recognizing and expressing emotions through music (happy, sad, excited).
- Listen carefully to music and identify the sounds of different instruments, voices, or rhythms.
- Clapping, tapping, or stomping along with the beat of a song to keep rhythm.
- Identifying and making high and low sounds using the voice or instruments.
- Exploring different ways to create music (sitting quietly, moving, singing along).

**Competencies:**

- Use voice to express different sounds, emotions, or stories.
- Ability to connect different music to emotions
- Differentiate between various sounds in music (e.g., recognizing the sound of drums, piano, or voices) and identify when they are heard.
- The ability to follow the beat in music
- Distinguish between high and low pitches
- Ability to express how music makes them feel and share their emotional reactions through actions like dancing, moving, or

speaking
<b>Assessments</b> <ul style="list-style-type: none"> <li>Teacher observations</li> </ul>
<b>Curriculum Connections</b> <ul style="list-style-type: none"> <li>ELA <ul style="list-style-type: none"> <li>Formulate and share an opinion about one's own work and that of others.</li> <li>Symbols and sounds</li> </ul> </li> </ul>
<b>Required Materials/Resources</b>

<b>Unit 3: Rhythm and Movement</b>
<b>Essential Questions</b> <ul style="list-style-type: none"> <li>How is the beat different from the rhythm?</li> <li>How do I move in my own space and around the room?</li> <li>How do I mirror the movements of others?</li> <li>Can I show the beat of music?</li> <li>How do I find my space in the circle for chase games?</li> </ul>
<b>Unit Objectives</b> <ul style="list-style-type: none"> <li>Kindergarten students will physically respond to the beat of music.</li> <li>Kindergarten students will demonstrate the difference between beat and rhythm.</li> <li>Kindergarten students will identify, label, and perform simple rhythmic notation (ta and ti ti).</li> <li>Kindergarten students will decode the rhythm of familiar songs and rhymes.</li> <li>Kindergarten students will incorporate body percussion into songs and rhymes.</li> </ul>
<b>PA Focus Standards</b>

Standard - 9.1.M.K.J1

Use a variety of technologies for producing or performing works of art.

Standard - 9.1.M.K.E1

Use imagination and creativity to express self through music and dance.

**Concepts:**

- Sound and silence
- Beat vs. Rhythm
- Notation moves from left to right
- Define ta and ti ti
- Body percussion: clap, pat, snap, stomp
- Singing games
- Acting out songs
- Spatial exploration

**Skills/Competencies:**

- Perform beat and rhythm
- clap/step different beats and rhythms
- Keep the beat with songs, rhymes, games and body percussion

**Assessments**

- Teacher observations
- Students performing songs

**Curriculum Connections**

- ELA
  - Reading from left to right
  - Rhyming
- Social Studies
  - Historical context of songs and rhymes
- Math

- Patterns and sequence

### **Required Materials/Resources**

## **Unit 4: Learning Music through Different Cultures**

### **Essential Questions**

- How is music used as a means to celebrate events in people's lives?
- How does music sound in other countries?
- What kinds of instruments do people use in other parts of the world?
- How is music different or similar to the music we listen to?
- How does music help us understand different cultures and people?
- What kinds of celebrations or holidays have music?

### **Unit Objectives**

- Students will learn how music is used to celebrate special events like birthdays, weddings, or holidays, and explore the role music plays in making celebrations joyful.
- Students will listen to and explore music from different countries, learning how music sounds in various parts of the world and how it may be different from what they usually hear.
- Students will be introduced to different musical instruments used in other parts of the world, such as drums, tambourines, or maracas, and explore how they sound.
- Students will compare music from different cultures to the music they are familiar with, recognizing both similarities and differences in rhythms, melodies, and instruments.
- Students will explore how music helps us understand and appreciate different cultures, people, and traditions, and recognize music as a way to connect with others.
- Students will discover different celebrations and holidays around the world that feature music, such as Christmas, Diwali, or Chinese New Year, and learn about the special songs associated with them.

### **PA Focus Standards**



**Standard - 9.1.M.K.B1**

Respond to different types of music and dance through participation and discussion.

**Standard - 9.1.M.K.E1**

Use imagination and creativity to express self through music and dance.

**Standard - 9.1.D.K.B1**

Recreate a dramatic play experience for an audience.

**Standard - 9.2.K.D1**

Explain that instruments or art forms represent cultural perspectives.

**Skills**

- Identifying and recognizing different types of music used in celebrations (e.g., birthday songs, wedding songs, holiday music).
- Listening to and exploring music from different countries to identify unique sounds and instruments.
- Identifying and exploring different musical instruments used in other countries (e.g., drums, maracas, tambourines, sitars).
- Listening to and comparing music from different cultures to identify similarities and differences in rhythm, melody, and instruments.
- Learning about holidays and celebrations around the world that feature music, and understanding how music plays a role in these events.

**Competencies**

- Ability to understand and recognize music that is commonly heard at celebrations.
- Ability to explain how music from different cultures is both similar and different from familiar music, using terms like rhythm, beat, and instrument types.
- Recognize music from different cultures and identify distinctive musical elements from various parts of the world.
- Ability to recognize the sounds of instruments from various cultures and understand their role in creating music in those regions.

**Assessments**

- Project or performance of a music selection from another country or culture (with a whole group or small group of students)
- End of the year program(moving up ceremony)

**Curriculum Connections**

- **ELA**
  - Reading or listening to stories about other cultures
- **Social Studies**
  - Learning about different cultures around the world

**Required Materials/Resources**