



School District of Horicon

Course Outline

Learning Targets

Kindergarten General Music
4 voices
<ul style="list-style-type: none"> Identify and perform the four voices: whisper, talk, sing, and yell
Pitch
<ul style="list-style-type: none"> Listen to the singing voice of the teacher and match the pitch Sing as a group to produce the same sound
Loud and Soft
<ul style="list-style-type: none"> Identify and perform loud and soft sounds
Locomotor and Non-locomotor skills
<ul style="list-style-type: none"> Use a variety of movement to express the elements they hear in the music Skills will include running, skipping, hopping, jumping, galloping, side-stepping (sliding), leaping, bending, bouncing, pushing, rocking, stretching, twisting, turning, and weight transfer
Classroom Percussion Instruments
<ul style="list-style-type: none"> Identify rhythm sticks, jingle bells, xylophones, metallophones, glockenspiels, guiro, boomwhackers, drums, tambourines, triangles, sand blocks, maracas, and wood blocks. Able to hold the instrument correctly Use safe and responsible behavior when using the instrument Determine if the instrument needs to be played by striking, scraping, or shaking
High, Middle, Low
<ul style="list-style-type: none"> Compare the size of the instrument and the high, middle, or low sound the instrument produces Play high, middle, and low on the xylophones and resonator bells Write a song using alternative notation to show high, middle, and low
Steady Beat
<ul style="list-style-type: none"> Point to pictures to show the steady beat of a song Walk to the beat of a variety of songs Use a variety of movements to show the steady beat Play the steady beat of a song on classroom instruments

Concert Performance
<ul style="list-style-type: none"> • Perform for an audience • Demonstrate proper concert and audience behavior based upon the setting • Listen and evaluate performances using music vocabulary
Solo
<ul style="list-style-type: none"> • Define a solo • Perform a solo
Verse and Refrain (same and different)
<ul style="list-style-type: none"> • Identify the parts of music that are the same and different from each other • Sing the verse and refrain of several songs
Fast and Slow
<ul style="list-style-type: none"> • Identify songs that are fast or slow • Use movement to express fast and slow • Play fast and slow tempos on the instruments
Long and Short-short (rhythm)
<ul style="list-style-type: none"> • Use syllables to find the short-short and long sounds in music • Use pictures to create long and short-short sounds • Read notation and play the beginning of rhythm on classroom instruments
Rest
<ul style="list-style-type: none"> • Identify and perform “Z” as silent

Students will be able to meet the learning targets above as evidenced by formative and summative classroom assessments.