



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.