



SCHOOL DISTRICT OF MONROE

Preparing for the Future, One Child at a Time

Music (Kindergarten)

Course Description:

The curriculum for this required course is developed from the [Wisconsin Standards for Music](#).

Students will be exposed to and practice skills related to: reading literature, reading informational text, writing, speaking and listening, and language. The information in this course overview outlines what students should understand and be able to do by the end of the semester/year.

Mastery Standards:

CREATING

Improvise sounds and movement to accompany artistic play and music by use of voice, instruments, and a variety of sound sources. (MG1.Cr.2.e)

Explore the creation of short pieces using standard and/or alternative notation. (MG.1.Cr.3.e)

PERFORMING

Explore and identify the meaning of a song through its text by singing and/or playing an instrument. (MG2.P.1.e)

Explore music through both reading and aural approaches. (MG2.P.5.e)

RESPONDING

Identify proper concert/audience etiquette. (MG3.R.4.e)

| Unit | Description of Unit and Learning Targets |
|--|---|
| <p>Unit Title: Melodic (Exploration)</p> <p><u>Essential Questions:</u></p> <ul style="list-style-type: none"> How do musicians generate creative ideas? | <p>Students will.....</p> <p><u>Learning Targets:</u></p> <ul style="list-style-type: none"> Students will be able to demonstrate the 4 Voices. Students will be able to distinguish between high and low pitches as well as upward and downward melodic movement. |
| <p>Unit Title: Rhythmic (Exploration)</p> <p><u>Essential Questions:</u></p> <ul style="list-style-type: none"> How do musicians generate creative ideas? | <p>Students will...</p> <p><u>Learning Targets:</u></p> <ul style="list-style-type: none"> Students will be able to clap and speak ta, ti-ti, and quarter rest using iconic representation. Students will be able to keep a steady beat while singing and listening to music. |
| <p>Unit Title: Listening and Responding (Carnival of the Animals)</p> <p><u>Essential Questions:</u></p> <ul style="list-style-type: none"> How do we discern musical creators' and performers' expressive intent? | <p>Students will...</p> <p><u>Learning Targets:</u></p> <ul style="list-style-type: none"> Students will be able to respond to the 4 Opposites. (Fast/Slow, High/Low, Long/Short, Loud/Soft) |
| <p>Unit Title: Performing/Concert</p> <p><u>Essential Questions:</u></p> <ul style="list-style-type: none"> How do musicians improve the quality of their performance? | <p>Students will...</p> <p><u>Learning Targets:</u></p> <ul style="list-style-type: none"> Students will be able to demonstrate proper concert etiquette through posture, presentation behavior, and listening skills. |