

Music: Kindergarten

SEE PAGE 3, "The Arts in the Curriculum."

TEACHERS: In schools, lessons on music should feature activities and works that illustrate important musical concepts and terms, and should introduce important composers and works. When appropriate, topics in music may be linked to topics in other disciplines.

The following guidelines focus on content, not performance skills, though many concepts are best learned through active practice (singing, clapping rhythms, playing instruments, etc.).

I. Elements of Music

- Through participation, become familiar with some basic elements of music (rhythm, melody, harmony, form, timbre, etc.).
 - Recognize a steady beat; begin to play a steady beat.
 - Recognize that some beats have accents (stress).
 - Move responsively to music (marching, walking, hopping, swaying, etc.).
 - Recognize short and long sounds.
 - Discriminate between fast and slow.
 - Discriminate between obvious differences in pitch: high and low.
 - Discriminate between loud and quiet.
 - Recognize that some phrases are the same, some different.
 - Sing unaccompanied, accompanied, and in unison.

II. Listening and Understanding

TEACHERS: To encourage listening skills and the beginnings of understanding, play various kinds of music often and repeatedly. In the kindergarten classroom, music can be played for enjoyment, to accompany activities, to inspire creative movement, etc. Expose children to a wide range of music, including children's music, popular instrumental music, and music from various cultures.

- Recognize the following instruments by sight and sound: guitar, piano, trumpet, flute, violin, drum.
- Become familiar with the following works:
 - Edvard Grieg, "Morning" and "In the Hall of the Mountain King" from *Peer Gynt*
 - Victor Herbert, "March of the Toys" from *Babes in Toyland*
 - Richard Rodgers, "March of the Siamese Children" from *The King and I*
 - Camille Saint-Saëns, *Carnival of the Animals*

III. Songs

TEACHERS: See also Language Arts, Mother Goose poems. A number of the poems may be sung to familiar melodies.

The Bear Went Over the Mountain
 Bingo
 The Farmer in the Dell
 Go In and Out the Window
 Go Tell Aunt Rhody
 Here We Go Round the Mulberry Bush
 The Hokey Pokey
 Hush Little Baby
 If You're Happy and You Know It
 Jingle Bells

NOTE: Grieg's "In the Hall of the Mountain King" is a good work to illustrate dynamics (loud and quiet), as well as tempo (slow and fast).



John Jacob Jingleheimer Schmidt
Kumbaya
London Bridge
Old MacDonald Had a Farm
Row, Row, Row Your Boat
This Old Man
Twinkle Twinkle Little Star
The Wheels on the Bus

TEACHERS: You may wish to supplement the songs listed above with songs from the Core Knowledge
Preschool Sequence, as follows:

A Tisket, A Tasket
Are You Sleeping?
Blue-Tail Fly (Jimmie Crack Corn)
Do Your Ears Hang Low?
Did You Ever See a Lassie?
Eensy, Weensy Spider
Five Little Ducks That I Once Knew
Five Little Monkeys Jumping On the Bed
Happy Birthday to You
Head and Shoulders, Knees and Toes
Here is the Beehive
I Know an Old Lady
I'm a Little Teapot
Kookaburra
Lazy Mary
Looby Loo
Oats, Peas, Beans and Barley Grow
Oh, Do You Know the Muffin Man?
Oh Where, Oh Where, Has My Little Dog Gone?
One Potato, Two Potato
Open, Shut Them
Pop Goes the Weasel
Teddy Bear, Teddy Bear, Turn Around
Teddy Bears Picnic
Where is Thumbkin?
Who Stole the Cookie from the Cookie Jar?
You Are My Sunshine