

Primary Paths to The Arts

Kindergarten and 1st Grade - Resources
Music Instructional Resource Guide

Tips, Ideas, Glossary and Resources

This section includes tips, ideas, glossary, and resources including:

1. Rules
2. Finding the Singing Voice
3. The Difference Between Beat and Rhythm
4. Establishing a Steady Beat
5. Ways to Practice Music Elements using Nursery Rhymes, Poems, and Chants
6. Introducing a Song
7. Music Games
8. Rubric
9. Addition Resources

I. Rules:

Rules in music time should be simple. You might consider the following format:

In music time we are:

- Good Musicians: We always sing, play, and move our best.
- Safe: We are safe with our bodies and instruments.
- Thoughtful: We are kind to our classmates and the teacher.

II. Finding Head Voice/ Singing Voice:

Somewhere in life people develop an irrational saying of, "I can't sing." There are actually very few people who can't sing. Those people have physical ailments that prevent them from producing a tone that is a singing tone. Everyone has a singing voice, it is simply a matter of finding it! The playground taunt, "neh ney, neh ney, boo boo," or "you can't catch me" in that sing-song voice is a first step and an example of early childhood singing.

Steps to finding the singing voice with children:

- Echo Sing animal sounds like owls and cows. Owls say "ooh" and cows sing "moo."
- Imitate siren sounds on "whoa."
- Dramatize Halloween Sounds on "whoa."
- Imitate a child. This is called peer singing. Many times children find it easier to imitate a child who is producing a pleasant tone rather than the teacher.
- Put a voice on an "elevator" and take your voice to different floors from low to high and high to low.
- Make a visual of a curvy line (like a roller coaster) and have the children sing the path.
- Sing, sing, sing! Don't be afraid to sing! Participation is the MOST important element at this level.

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III. The Difference Between Steady Beat and Rhythm:

Steady Beat is the even, recurring pulse that you can tap your toe to, or clap your hands with, or march to in music. The beat is like a heart beat. It is always present and it is even throughout a song, chant, poem, or rhyme.

Rhythm is a series of sounds and silences performed over a beat. It translates best for children using this phrase: "The rhythm matches the words." Teachers best understand it using this phrase: "The rhythm matches the syllables."

Consider the following example: The rhythm can be clapped (cl), the beat can be pat (p).

	cl	cl	cl	cl	cl	cl	cl
Rhythm:	Engine,	engine,	number	9			
	p	p	p	p			
Beat:	Heart	Beat	Heart	Beat			

Remember: The beat stays the same, no matter what the words!

IV. Establishing a Steady Beat:

Steady Beat is a musical element that can and should be practiced all of the time. Students can pat, clap, march, walk, jump, hop, shake, twist, well anything with the beat. Some teachers find it helpful for students to speak the words "heart beat" as a song, rhyme, poem, or chant is played.

Passing games are a very good way for students to practice the musical element of steady beat. The best way to prepare the class for a passing game is to look at the clock and mimic the second hand. "tick tock like-a clock." This takes some time but eventually students will work together and find the steady beat.

V. Ways to Practice Music Elements Using Common Nursery Rhymes, Poems, and Chants:

- Pat (tap, march, snap, etc.) the beat
- Clap the words (rhythm)
- Divide the class and have half pat the beat and half clap the rhythm (words)
- Walk or march the beat while clapping the rhythm (words)
- Divide class, have half march the beat and half clap the words.

Practice, practice, practice!

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VI. How to Teach a Song by Rote:

1. Listening: Ask the class questions about the song so that they listen each time the teacher sings the song. Listening = hearing + paying attention. Students need to know what to “pay attention” to. The song should be sung several times so that the students hear it more than once or twice before singing.
2. Motions: Let the students imitate the teacher’s motions while the teacher sings the song.
3. Games: Many simple songs have games that go with them. The teacher may sing the song while the students play the game. As the children play the game they will start singing the song.
4. Echo Singing: The teacher can teach the song phrase by phrase. The teacher sings one phrase (musical sentence) and the class sings it back. Follow this procedure until the song is learned. Start combining phrases to make it more difficult until the children can sing the entire song.
5. Story: Make up a story that goes along to the song you want to teach.
6. Play: Teach the song by acting out the story of the song.

VII. Music Games:

Music is FUN! Students love to play games and have fun with music. It’s part of the art of music. Here is a list of easy games to play with a class.

1. Freeze Dance: Teacher plays a recording of a song while students dance. When the teacher hits “pause” the students must “freeze.” The last student moving is “out” and the game continues until there is one student left.
2. “Who has the Penny?” Students cover and close their eyes and leave a hand out, palm up. The teacher walks around the room and places a penny in one child’s hand. The teacher sings, “Who has the penny?” The student with the penny (and ONLY the student with the penny) sings, “I do,” The class tries to determine who has the penny without looking.
3. “Doggie, Doggie, Where’s your bone?” One student comes to the front of the room, in a chair, their back faces the class. A “bone” is placed under the chair. Students sing/chant “Doggie, Doggie, Where’s your bone? Someone took it from your home? Who has the bone?” While the class sings, the teacher selects a student from the class to go get the bone. The “doggie” sings, “Who has the bone?” and the child with the bone sings, “I do!” The doggie must guess who has the bone. The game continues until all children have had a turn.

VIII. Rubric:

- A/E Demonstrates mastery of chosen music objective.
B/G Consistently performs chosen music objective.
C/S Sometimes performs chosen music objective.

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D/M Occasionally performs chosen music objective.

F/U Never performs chosen music objective.

IX. Additional Resources, books, recordings:

Kids can listen, kids can move! by Lynn Kleiner (2003)
Alfred Publishing Co., Inc. Van Nuys, CA.

Peter and the Wolf is a storybook with CD commonly found in school libraries.
The Carnival of the Animals is a storybook with CD commonly found in school libraries.

www.classicsforkids.com;

<http://listeningadventures.carnegiehall.org/ypgto/game.aspx>

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Kindergarten – Lesson 1

Music Instructional Resource Guide

I. Introduction to Music-First Class Lesson

II. Objective(s): The student will

- Respond to music from various sound sources to show awareness of steady beat. (NGSSS: MU.K.C.1.1)
- Identify singing, speaking, and whispering voices. (NGSSS: MU.K.C.1.4)
- Respond to beat, rhythm, and melodic line through imitation. (NGSSS: MU.K.O.1.1)

III. Recommended Instructional Time: One 40 minute class period

IV. Vocabulary: rhythm, beat

V. Curricular Connections:

- **English Language Arts**

CCSS.ELA-Literacy.RL.K.10 Actively engage in group reading activities with purpose and understanding.

CCSS.ELA-Literacy.SL.K.6 Speak audibly and express thoughts, feelings, and ideas clearly.

CCSS.ELA-Literacy.L.K.5b Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms)

- **Math**

CCSS.Math.Content.K.G.A.1 Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as above, below, beside, in front of, behind, and next to.

VI. Lesson Procedures

Session I:

1. The teacher will invite the students to music class.
2. The students will sit in a circle or in rows.
3. The teacher will explain the opening routine for music class which is to sing hello (*My Right Hand Waves Hello*), then *I've Got a Rhythm* and *Exploring Voices* (refer to the recording before teaching this lesson).
4. The teacher will introduce *My Right Hand Waves Hello* through motions.

My right hand waves hello, hello to you.

My right hand waves hello, hello to you.

My left hand waves hello, hello to you.

My left hand waves hello, hello to you.

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Both hands wave hello, hello to you.

Both hands wave hello, hello to you.

5. The teacher and students will practice the song at least 3 times.
6. The teacher will introduce *I've Got a Rhythm* using the CD.

I've got a rhythm, rhythm, rhythm.

I've got a rhythm with a really good beat.

I've got a rhythm, rhythm, rhythm.

Won't you pat your lap* with me.

*insert different motions teacher or student generated

7. The teacher will introduce *Exploring Voices* using the CD.
The teacher will say the words and the students repeat them.

This is my talking voice.

This is my whisper voice.

This is my loud voice.

This is my silly voice.

This is my singing voice.

8. The class will practice the exploring voice chant.
9. The class will practice *My Right Hand Waves Hello, I've Got a Rhythm* and *Exploring Voices*.

Note: This opening procedure should be used to begin each music lesson. After a few times, it will take 2 to 3 minutes.

- VII. **Assessment:** Teacher observation, aural/visual-See rubric in Music Resources K&1 document.
- VIII. **Resources:** CD recording (*My Right Hand Waves Hello, I've Got a Rhythm* and *Exploring Voices*)

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Kindergarten - **Lesson 2**

Music Instructional Resource Guide

I. Nursery Rhyme Lessons

II. Objective(s): The student will

- Respond to music from various sound sources to show awareness of steady beat. (NGSSS: MU.K.C.1.1)
- Imitate simple rhythm patterns played by the teacher or a peer. (NGSSS: MU.K.S.3.4)
- Respond to beat, rhythm, and melodic line through imitation. (NGSSS: MU.K.O.1.1)

III. Recommended Instructional Time: One 40 minute class period (per nursery rhyme)

IV. Vocabulary: (See Nursery Rhymes)

V. Curricular Connections:

- **English Language Arts**

CCSS.ELA-Literacy.RL.K.2 With prompting and support, retell familiar stories, including key details.

CCSS.ELA-Literacy.RL.K.9 With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.

CCSS.ELA-Literacy.RL.K.10 Actively engage in group reading activities with purpose and understanding.

CCSS.ELA-Literacy.SL.K.6 Speak audibly and express thoughts, feelings, and ideas clearly.

CCSS.ELA-Literacy.L.K.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.

- **Math**

CCSS.Math.Content.K.G.A.1 Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as above, below, beside, in front of, behind, and next to.

VI. Lesson Procedures

Session I:

1. The teacher will lead the opening music routine.
2. The teacher will introduce and discuss vocabulary words from the nursery rhymes.

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3. The teacher will read aloud each phrase of the nursery rhyme. (Examples: *Jack and Jill*, *Three Little Kittens*, *Hickory, Dickory Dock*, *Hey Diddle Diddle*, *Humpty Dumpty*)
4. The teacher and the students will echo read each phrase of the nursery rhyme.
5. The teacher will model how to clap/tap the beat of the nursery rhyme.
6. The students will clap/tap the beat of the nursery rhyme while the teacher reads it.
7. The teacher and the students will read and clap/tap the beat of the nursery rhyme.
8. The teacher and students will listen to the recording of the nursery rhyme.
9. The students will keep the steady beat with the recording.
10. The teacher and students will sing nursery rhyme with the recording.

Variation:

- Teacher will add rhythm instruments to the steady beat.

VII. Assessment: Teacher observation, aural/visual-See rubric in Music Resources K&1 document

VIII. Resources: CD recording (*Jack and Jill*, *Three Little Kittens*, *Hickory, Dickory Dock*, *Hey Diddle Diddle*, *Humpty Dumpty*), nursery rhymes in Music resource guide

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Kindergarten - Lesson 3

Music Instructional Resource Guide

I. Wiggle Waggle

II. Objective(s): The student will

- Respond to beat, rhythm, and melodic line through imitation. (NGSSS: MU.K.O.1.1)
- Perform simple songs, finger plays, and rhymes to experience connections among music, language, and numbers. (NGSSS: MU.K.H.3.1)

III. Recommended Instructional Time: One 40 minute class period

IV. Vocabulary: low and high

V. Curricular Connections:

- **English Language Arts**

CCSS.ELA-Literacy.L.K.1e Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).

CCSS.ELA-Literacy.L.K.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.

CCSS.ELA-Literacy.L.K.5d Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.

CCSS.ELA-Literacy.L.K.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

- **Math**

CCSS.Math.Content.K.OA.A.1 Represent addition and subtraction with objects, fingers, mental images, drawings¹, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.

VI. Lesson Procedures

Session I:

1. Teacher will recite the opening music routine.
2. The teacher will introduce *Mr. Wiggle and Mr. Waggle* by reading or playing the CD.

**This is Mr. Wiggle and he lives in a house. (show right hand thumb)
So we put him in the house and close the door. (open palm bend thumb in close palm, make desired sound effects)
This is Mr. Waggle and he lives in a house. (show left hand thumb)**

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So we put him in the house and close the door. (open palm bend thumb in close palm, make desired sound effects)

**Well one day, Mr. Wiggle decided to go to see Mr. Waggle
So he opened the door of his house- POP! And he came outside –POP!
And he closed his door- POP! And he went....
Up the hill and down the hill (3 times) (thumb and arm making appropriate up and down motions)**

**Until he got to Mr. Waggle’s house.
And he knocked on Mr. Waggle’s door.
Knock, knock, knock, Mr. Waggle!
Knock, knock, knock, Mr. Waggle!
Mr. Waggle wasn’t home.**

**So he went...
Up the hill and down the hill (3 times)
Until he got to the door of his house.
And he opened his door- POP! And he went inside- POP!
And he closed his door- POP! And he went to sleep.**

**Well pretty soon, Mr. Waggle decided to go to see Mr. Wiggle.
So he opened the door of his house- POP! And he came outside –POP!
And he closed his door- POP! And he went....
Up the hill and down the hill (3 times)**

**Until he got to Mr. Wiggle’s house.
And he knocked on Mr. Wiggle’s door.
Knock, knock, knock, Mr. Wiggle!
Knock, knock, knock, Mr. Wiggle!
Mr. Wiggle wasn’t home.**

**So he went...
Up the hill and down the hill (3 times)
Until he got to the door of his house.
And he opened his door- POP! And he went inside- POP!
And he closed his door- POP! And he went to sleep**

**Well pretty soon Mr. Wiggle decided to go to see Mr. Waggle and Mr. Waggle decided to go to see Mr. Wiggle.
So they opened the door of their house- POP! And they came outside – POP!
And they closed their door- POP! And they went....
Up the hill and down the hill (3 times) Until all of a sudden...
They saw each other! And they said:
Hello, Mr. Wiggle, Hello Mr. Waggle.**

**And they talked and they talked and they talked...
Until it was time to say Goodbye! Goodbye!
And then they went...
Up the hill and down the hill (3 times)
Until they got to the doors of their houses.
So they opened the door of their house- POP! And they went inside – POP!
And they closed their doors- POP! And they went to sleep.**

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- 3.** The teacher will review high and low using example of Mr. Wiggle and Mr. Waggle going up and down the hill.

VII. Assessment: Teacher observation, aural/visual-See rubric in Music Resources K&1 document

VIII. Resources: CD recording (*Mr. Wiggle and Mr. Waggle*)

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Kindergarten - Lesson 4

Music Instructional Resource Guide

I. Thumbs Wiggle

II. Objective(s): The student will

- Identify similarities and/or differences in a performance. (NGSSS: MU.K.C.2.1)
- Sing or play songs from memory. (NGSSS: MU.K.S.2.1)
- Sing songs of limited range appropriate to the young child and use the head voice. (NGSSS: MU.K.S.3.1)
- Match pitches in a song or musical phrase in one or more keys. (NGSSS: MU.K.S.3.3)

III. Recommended Instructional Time: One 40 minute class period

IV. Vocabulary: body part words, conductor

V. Curricular Connections:

- **English Language Arts**

CCSS.ELA-Literacy.SL.K.1a Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).

CCSS.ELA-Literacy.SL.K.6 Speak audibly and express thoughts, feelings, and ideas clearly.

CCSS.ELA-Literacy.L.K.5b Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms)

CCSS.ELA-Literacy.L.K.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

- **Math**

CCSS.Math.Content.K.OA.A.1 Represent addition and subtraction with objects, fingers, mental images, drawings¹, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.

VI. Lesson Procedures

Session I:

1. The teacher will lead the opening music routine.
2. The teacher will say: "Today we are going to sing a song about the parts of our body."
3. The teacher will introduce the vocabulary.
4. The teacher will introduce *My Thumbs are Starting to Wiggle* by singing or playing the CD.

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5. The students will wiggle their body part corresponding to the song on the CD.
6. The teacher will replay the song and ask the students to listen for the silence at the end of the third phrase (musical sentence).
7. The teacher choose a student “leader”, and will explain to the students that they have to watch the leader for the last phrase (“around and around and around”).
8. The students will practice singing with the CD.
9. The teacher will lead the song **without** the CD to change the length of the silence. (To teach students to watch conductor/leader for directions).
10. The teacher will allow different students to be the conductor/leader.

VII. Assessment: Teacher observation, aural/visual-See rubric in Music Resources K&1 document

VIII. Resources: CD recording (*My Thumbs are Starting to Wiggle*)

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Kindergarten - Lesson 5

Music Instructional Resource Guide

I. The Finger Band

II. Objective(s): The student will

- Respond to music from various sound sources to show awareness of steady beat. (NGSSS: MU.K.C.1.1)
- Identify various sounds in a piece of music. (NGSSS: MU.K.C.1.2)
- Identify similarities and/or differences in a performance. (NGSSS: MU.K.C.2.1)
- Respond to beat, rhythm, and melodic line through imitation. (NGSSS: MU.K.O.1.1)
- Perform simple songs, finger plays, and rhymes to experience connections among music, language, and numbers. (NGSSS: MU.K.H.3.1)

III. Recommended Instructional Time: One 40 minute class period

IV. Vocabulary: soft, loud, high, low

V. Curricular Connections:

- **Reading and Language Arts**

CCSS.ELA-Literacy.RL.K.2 With prompting and support, retell familiar stories, including key details.

CCSS.ELA-Literacy.RL.K.10 Actively engage in group reading activities with purpose and understanding.

CCSS.ELA-Literacy.SL.K.6 Speak audibly and express thoughts, feelings, and ideas clearly.

CCSS.ELA-Literacy.L.K.1e Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).

CCSS.ELA-Literacy.L.K.5b Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms)

CCSS.ELA-Literacy.L.K.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

- **Math**

CCSS.Math.Content.K.CC.A.1 Count to 100 by ones and by tens.

CCSS.Math.Content.K.OA.A.1 Represent addition and subtraction with objects, fingers, mental images, drawings¹, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.

CCSS.Math.Content.K.G.A.1 Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as above, below, beside, in front of, behind, and next to.

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VI. Lesson Procedures

Session I:

1. The teacher will lead the opening music routine.
2. The teacher will lead the class in discovery of how distance affects the volume of sound.
3. The teacher will refer to the opening routine from the CD (Exploring Voices) and will ask what the softest voice and the loudest voice is.
4. The teacher will demonstrate *The Finger Band* by reading or playing the CD.

(Both hands hidden behind back, opening and closing on the beat. Voices begin quietly and gradually get louder while hands gradually come out from behind backs.)

**The Finger Band is coming to town, coming to town, coming to town.
The Finger Band is coming to town early in the morning.**

(Alternately pat hands on lap to the beat.)

**This is the way they march and march,... (repeat twice)
This is the way they march and march early in the morning.**

(Fingertips touch overhead to make a "hat" while swaying to the beat.)

**This is the way they wear their hats...
This is the way they wear their hats early in the morning.**

(Hands open and close to the beat and gradually move behind backs, voices gradually get quieter.)

**The Finger band is going away...
The Finger band is going away early in the morning.**

5. The teacher will ask the students questions about the volume of the finger play and continue to discuss soft and loud.
6. Review pitch from previous lessons to reinforce concept.
7. The teacher will differentiate between soft/loud and high/low.

VII. Assessment: Teacher observation, aural/visual-See rubric in Music Resources K&1 document

VIII. Resources: CD recording (*The Finger Band*)

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Kindergarten - Lesson 6

Music Instructional Resource Guide

I. Bee Bee Bumble Bee

II. Objective(s): The student will

- Respond to music from various sound sources to show awareness of steady beat. (NGSSS: MU.K.C.1.1)
- Sing songs of limited range appropriate to the young child and use the head voice. (NGSSS: MU.K.S.3.1)
- Perform simple songs and accompaniments. (NGSSS: MU.K.S.3.2)
- Match pitches in a song or musical phrase in one or more keys. (NGSSS: MU.K.S.3.3)
- Respond to music from diverse cultures through singing and movement. (NGSSS: MU.K.H.1.1)
- Perform simple songs, finger plays, and rhymes to experience connections among music, language, and numbers. (NGSSS: MU.K.H.3.1)

III. Recommended Instructional Time: One 40 minute class period

IV. Vocabulary: snout, steady beat

V. Curricular Connections:

- **English Language Arts**

CCSS.ELA-Literacy.RL.K.9 With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.

CCSS.ELA-Literacy.RL.K.10 Actively engage in group reading activities with

CCSS.ELA-Literacy.RI.K.4 With prompting and support, ask and answer questions about unknown words in a text.

CCSS.ELA-Literacy.SL.K.6 Speak audibly and express thoughts, feelings, and ideas clearly.

- **Math**

CCSS.Math.Content.K.OA.A.1 Represent addition and subtraction with objects, fingers, mental images, drawings¹, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.

VI. Lesson Procedures

Session I:

1. The teacher will lead the opening music routine.
2. The teacher will introduce the song *Bee Bee Bumble Bee* by singing or playing the CD.

**Bee bee bumble bee
Stung a bear on his knee
Stung a pig on his snout**

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I declare you are out.

3. The students will listen to identify details in the song. *Who does the bee sting and where?*
4. The teacher will point out rhyming words.
5. The students will stand in a circle with the teacher in the middle.
6. The teacher will sing or play the song and point to each child in the circle with the beat as the song is playing.
7. The student who the teacher is pointing to on the word “**out**” will sit down and pat their lap to the beat of the song (optional: pass out rhythm sticks in place of patting on lap).
8. The teacher will explain that the patting is a steady beat.

VII. Assessment: Teacher observation, aural/visual-See rubric in Music Resources K&1 document

VIII. Resources: CD recording (*Bee Bee Bumblebee*)

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Kindergarten - Lesson 7

Music Instructional Resource Guide

I. On My Toe There is a Flea

II. Objective(s): The student will

- Identify similarities and differences in melodic phrases and/or rhythm patterns. (NGSSS: MU.K.O.1.2)
- Respond to music from diverse cultures through singing and movement. (NGSSS: MU.K.H.1.1)
- Respond to and/or perform folk music of American cultural sub-groups. (NGSSS: MU.K.H.2.1)
- Perform simple songs, finger plays, and rhymes to experience connections among music, language, and numbers. (NGSSS: MU.K.H.3.1)
- Respond to and explore music through creative play and found sounds in the music classroom. (NGSSS: MU.K.F.1.1)

III. Recommended Instructional Time: One 40 minute class period

IV. Vocabulary: flea, body parts, melody, low and high, pitch

V. Curricular Connections:

- **English Language Arts**

CCSS.ELA-Literacy.RL.K.2 With prompting and support, retell familiar stories, including key details.

CCSS.ELA-Literacy.RL.K.10 Actively engage in group reading activities with purpose and understanding.

CCSS.ELA-Literacy.SL.K.6 Speak audibly and express thoughts, feelings, and ideas clearly.

CCSS.ELA-Literacy.L.K.1e Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).

CCSS.ELA-Literacy.L.K.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

- **Math**

CCSS.Math.Content.K.G.A.1 Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as above, below, beside, in front of, behind, and next to.

VI. Lesson Procedures

Materials/Set-Up: A full body picture/poster of a child.

Session I:

1. The teacher will lead the opening music routine.

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2. The teacher will review high and low, possibly using *Mr. Wiggle and Mr. Waggle*.
3. The teacher will have a child stand in front of the class or display a full body picture/poster of a child.

4. The teacher will introduce *On My Toe There is a Flea* by reading or playing the CD, pointing to corresponding body parts.

On my **toe** there is a flea, now he's climbing up on me.

Past my **tummy**, past my **nose**, on my **head** where my hair grows

On my **head** there is a flea, now he's climbing down off me.

Past my **tummy**, past my **knee**, on my **toe**, take that you flea! (stomp)

5. The teacher will explain that the pitch is getting higher as the flea goes up and the pitch gets lower as the flea goes down the body (high and low pitch does not mean loud and soft).
6. The students will practice the song individually, continuing to identify high and low pitches with partners or in small groups.

VII. Assessment: Teacher observation, aural/visual-See rubric in Music Resources K&1 document

VIII. Resources: CD recording (*On My Toe There is a Flea*)

Primary Paths to the Arts

Kindergarten - Lesson 8

Music Instructional Resource Guide

I. Five Little Pumpkins

II. Objective(s): The student will

- Share opinions about selected pieces of music. (NGSSS: MU.K.C.3.1)
- Sing or play songs from memory. (NGSSS: MU.K.S.2.1)
- Sing songs of limited range appropriate to the young child and use the head voice. (NGSSS: MU.K.S.3.1)
- Match pitches in a song or musical phrase in one or more keys. (NGSSS: MU.K.S.3.3)

III. Recommended Instructional Time: One 40 minute class period

IV. Vocabulary: pitch (high/low), first, second, third, fourth, fifth

V. Curricular Connections:

- **English Language Arts**

CCSS.ELA-Literacy.RL.K.2 With prompting and support, retell familiar stories, including key details.

CCSS.ELA-Literacy.RL.K.3 With prompting and support, identify characters, settings, and major events in a story.

CCSS.ELA-Literacy.RL.K.10 Actively engage in group reading activities with purpose and understanding.

CCSS.ELA-Literacy.RI.K.1 With prompting and support, ask and answer questions about key details in a text.

CCSS.ELA-Literacy.RI.K.2 With prompting and support, identify the main topic and retell key details of a text.

CCSS.ELA-Literacy.SL.K.2 Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.

CCSS.ELA-Literacy.SL.K.6 Speak audibly and express thoughts, feelings, and ideas clearly.

- **Math**

CCSS.Math.Content.K.CC.A.1 Count to 100 by ones and by tens.

CCSS.Math.Content.K.OA.A.1 Represent addition and subtraction with objects, fingers, mental images, drawings¹, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.

CCSS.Math.Content.K.G.A.1 Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as above, below, beside, in front of, behind, and next to.

Primary Paths to the Arts

Kindergarten - Lesson 8

Music Instructional Resource Guide

VI. Lesson Procedures

Session I:

1. The teacher will review **PITCH** with students.
2. The teacher will introduce *Five Little Pumpkins* by singing or playing the CD. Teacher will ask students to listen to the singers voice go from high to low from the beginning to the end.
3. The students will listen to the recording again this time students will raise their hands whenever the **PITCH** is high and gradually put their hands down as the **PITCH** becomes lower.
4. The teacher will introduce the vocabulary words (ordinal numbers). Teacher will point out to the students that as the ordinal numbers increase the **PITCH** become higher.
5. The teacher will repeat the song this time adding finger play (pantomiming) to the words.

**Five little pumpkins sitting on a gate;
The first one said, "Oh my it's getting late."
The second one said, "There are witches in the air."
The third one said, "But we don't care."
The fourth one said, "Let's run and run and run."
The fifth one said, "I'm ready for some fun!"
"Woouoooo" went the wind,
And out went the lights.
And the five little pumpkins rolled out of sight.**

6. The teacher and students will sing and act out song as a class.
7. *Math Connection*-The teacher will review ordinal numbers using the song Five Little Pumpkins.
8. The teacher will pass out paper to five students with the ordinal numbers on them (first, second, third, fourth, fifth).
9. The students will sing the song again. This time having the student with the correct ordinal number role play the part according to the song.
10. The teacher will repeat as necessary until each student has had a chance to be an ordinal numbered pumpkin.

VII. Assessment: Teacher observation, aural/visual-See rubric in Music Resources K&1 document

VIII. Resources: CD recording (*Five Little Pumpkins*)

Primary Paths to the Arts

Kindergarten - Lesson 9

Music Instructional Resource Guide

I. What Are You Thankful For?

II. Objective(s): The student will

- Identify singing, speaking, and whispering voices. (NGSSS: MU.K.C.1.4)
- Improvise a response to a musical question sung or played by someone else. (NGSSS: MU.K.S.1.1)
- Respond to and explore music through creative play and found sounds in the music classroom. (NGSSS: MU.K.F.1.1)

III. Recommended Instructional Time: One 40 minute class periods

IV. Vocabulary: thankful, thanksgiving, question, answer

V. Curricular Connections:

- **English Language Arts**

CCSS.ELA-Literacy.SL.K.1a Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).

CCSS.ELA-Literacy.SL.K.1b Continue a conversation through multiple exchanges.

CCSS.ELA-Literacy.SL.K.6 Speak audibly and express thoughts, feelings, and ideas clearly.

CCSS.ELA-Literacy.L.K.1d Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).

CCSS.ELA-Literacy.L.K.1e Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).

CCSS.ELA-Literacy.L.K.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

VI. Lesson Procedures

Materials/Set-Up: Manila paper and crayons, colored pencils, markers, etc.

Session I:

1. The teacher will lead the opening music routine.
2. The teacher will read a Thanksgiving story with the class and discuss the meaning of Thanksgiving.
3. The students will share with class things they are thankful for. Teacher will create a web with the students' responses.
4. The teacher will introduce *What Are You Thankful For?* by singing or playing the CD.
5. Teacher will discuss the question and answer format of the song.

Primary Paths to the Arts

Kindergarten - Lesson 9

Music Instructional Resource Guide

6. The teacher will sing to the students *What Are You Thankful For?*
7. Students will sing the response to the teacher: "I am thankful for...."
8. The teacher will go around the room until all of the students have had a turn singing what they are thankful for.
9. The teacher will pass out manila paper and direct students to draw a picture of what they are thankful for.

VII. Assessment: Teacher observation, aural/visual-See rubric in Music Resources K&1 document

VIII. Resources: CD recording (*What Are You Thankful For?*) Internet links/website

Primary Paths to the Arts

Kindergarten - Lesson 10

Music Instructional Resource Guide

I. Thanksgiving Feast

II. Objective(s): The student will

- Respond to music from various sound sources to show awareness of steady beat. (NGSSS: MU.K.C.1.1)
- Improvise a response to a musical question sung or played by someone else. (NGSSS: MU.K.S.1.1)
- Imitate simple rhythm patterns played by the teacher or a peer. (NGSSS: MU.K.S.3.4)
- Perform simple songs, finger plays, and rhymes to experience connections among music, language, and numbers. (NGSSS: MU.K.H.3.1)

III. Recommended Instructional Time: One 40 minute class periods

IV. Vocabulary: Thanksgiving, feast

V. Curricular Connections:

- **English Language Arts**

CCSS.ELA-Literacy.RL.K.10 Actively engage in group reading activities with purpose and understanding.

CCSS.ELA-Literacy.SL.K.1a Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).

CCSS.ELA-Literacy.SL.K.6 Speak audibly and express thoughts, feelings, and ideas clearly.

CCSS.ELA-Literacy.L.K.1d Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).

CCSS.ELA-Literacy.L.K.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

VI. Lesson Procedures

Session I:

1. The teacher will lead the opening music routine.
2. The teacher will ask how they celebrate Thanksgiving and what they eat and write it on the board.
3. The teacher will introduce *Thanksgiving Feast* by reading or playing the CD.

Pumpkin pie, gingerbread, turkey stuffing too
That's what we'll eat on Thanksgiving Day, how about you?

4. The teacher will point to a student as the word **you** is being spoken; signaling a student to share what they plan to eat on Thanksgiving Day.

Primary Paths to the Arts

Kindergarten - **Lesson 10**

Music Instructional Resource Guide

5. The teacher should model the game with one student, and then allow multiple students to be the leader.
6. The teacher will allow multiple students to share to prepare for the *Thanksgiving Feast* game.
7. Game: Students will stand in a circle and the teacher will stand in the middle of the circle. The teacher will go around the circle with the beat. Once the child shares he/she sits down and follows along with the music by patting to the beat. Continue the game until all children have had a chance to share.

VII. Assessment: Teacher observation, aural/visual-See rubric in Music Resources K&1 document

VIII. Resources: CD recording (*Thanksgiving Feast*), Internet links/website

Primary Paths to the Arts

Kindergarten - **Lesson 11**

Music Instructional Resource Guide

I. Jingle Bells

II. Objective(s): The student will

- Respond to music from various sound sources to show awareness of steady beat. (NGSSS: MU.K.C.1.1)
- Identify various sounds in a piece of music. (NGSSS: MU.K.C.1.2)
- Identify, visually and aurally pitched and unpitched classroom instruments. (NGSSS: MU.K.C.1.3)
- Perform simple songs and accompaniments. (NGSSS: MU.K.S.3.2)
- Respond to beat, rhythm, and melodic line through imitation. (NGSSS: MU.K.O.1.1)
- Respond to music to demonstrate how it makes one feel. (NGSSS: MU.K.O.3.1)
- Identify and perform folk music used to remember and honor America and its cultural heritage. (NGSSS: MU.1.H.2.1)

III. Recommended Instructional Time: One 40 minute class period

IV. Vocabulary: dashing, snow, open sleigh, o'er, sleigh, steady beat, same/different, verse/chorus.

V. Curricular Connections:

- **English Language Arts**

CCSS.ELA-Literacy.RL.K.2 With prompting and support, retell familiar stories, including key details.

CCSS.ELA-Literacy.RL.K.3 With prompting and support, identify characters, settings, and major events in a story.

CCSS.ELA-Literacy.RL.K.9 With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.

CCSS.ELA-Literacy.RI.K.1 With prompting and support, ask and answer questions about key details in a text.

CCSS.ELA-Literacy.RI.K.4 With prompting and support, ask and answer questions about unknown words in a text.

CCSS.ELA-Literacy.L.K.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.

CCSS.ELA-Literacy.L.K.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

Primary Paths to the Arts

Kindergarten - Lesson 11

Music Instructional Resource Guide

VI. Lesson Procedures

Materials/Set-Up: The teacher can make simple jingle bells by tying a bell to a piece of yarn.

Session I:

1. The teacher will lead the opening music routine.
2. The teacher will show the students the jingle bells and ask the students if they know a familiar song that uses jingle bells.
3. The students will (hopefully) answer, "Jingle Bells!"
4. The teacher will ask the students to sing the **chorus** of the song *Jingle Bells*:

**Jingle bells, jingle bells, jingle all the way.
Oh what fun it is to ride in a one horse open sleigh.
Jingle bells, jingle bells, jingle all the way.
Oh what fun it is to ride in a one horse open sleigh!**

5. The teacher will ask the students if they know the rest of the song. The teacher will take the opportunity to tell the children that there is another section of the song that is different from the chorus and it is called a **verse**.

**Dashing through the snow, in a one horse open sleigh.
O'er the fields we go, laughing all the way!
Bells on bobtail ring, making spirits bright.
What fun it is to ride and sing a sleighing song tonight!**

6. The teacher will discuss the new vocabulary in the verses with the students.
7. The teacher will sing the entire song *Jingle Bells* with the students (with or without the CD).
8. The teacher will pass out jingle bells to each student (or to small groups of students if there aren't enough instruments for everyone).
9. The teacher will tell the students to play a steady beat with the jingle bells while singing the verse.
10. The teacher will demonstrate how to play a steady beat with the jingle bells.
11. The students will play a steady beat with the jingle bells.
12. The students will practice each section maintaining a beat or shaking the bells.
13. The students will perform the entire song, both verse and chorus, with the bells.
14. The teacher will ask the students how they feel making music together.

Primary Paths to the Arts

Kindergarten - **Lesson 11**

Music Instructional Resource Guide

VII. Assessment: Teacher observation, aural/visual-See rubric in Music Resources K&1 document

VIII. Resources: CD Recording (*Jingle Bells*)

Primary Paths to the Arts

Kindergarten - Lesson 12

Music Instructional Resource Guide

I. Bear Hunt

II. Objective(s): The student will

- Share opinions about selected pieces of music. (NGSSS: MU.K.C.3.1)
- Sing or play songs from memory. (NGSSS: MU.K.S.2.1)
- Imitate simple rhythm patterns played by the teacher or a peer. (NGSSS: MU.K.S.3.4)
- Perform simple songs, finger plays, and rhymes to experience connections among music, language, and numbers. (NGSSS: MU.K.H.3.1)
- Respond to and explore music through creative play and found sounds in the music classroom. (NGSSS: MU.K.F.1.1)

III. Recommended Instructional Time: One 40 minute class period

IV. Vocabulary: positional words (over, under, around, through) steady beat in a variety of tempos.

V. Curricular Connections:

- **English Language Arts**

CCSS.ELA-Literacy.RL.K.2 With prompting and support, retell familiar stories, including key details.

CCSS.ELA-Literacy.RL.K.3 With prompting and support, identify characters, settings, and major events in a story.

CCSS.ELA-Literacy.RL.K.9 With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.

CCSS.ELA-Literacy.RL.K.10 Actively engage in group reading activities with purpose and understanding.

CCSS.ELA-Literacy.RI.K.1 With prompting and support, ask and answer questions about key details in a text.

CCSS.ELA-Literacy.RI.K.2 With prompting and support, identify the main topic and retell key details of a text.

CCSS.ELA-Literacy.L.K.1e Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).

CCSS.ELA-Literacy.L.K.5d Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.

CCSS.ELA-Literacy.L.K.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

- **Math**

CCSS.Math.Content.K.G.A.1 Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as above, below, beside, in front of, behind, and next to.

Primary Paths to the Arts

Kindergarten - Lesson 12

Music Instructional Resource Guide

VI. Lesson Procedures

Materials/Set-up: Book: **Bear Hunt**, is commonly found in school libraries. The teacher may want to find a copy of the book to read to the students.

Session I:

1. The teacher will lead the opening music routine or the teacher will invite a select number of students to lead the opening routine for the class.
2. The teacher will introduce *Bear Hunt* by reading or playing the CD.
3. The teacher part is bold and the student part is normal.
4. The teacher may wish to select different students to take turns leading the class on the Bear Hunt as they become more familiar with the story.

Goin' on a bear hunt. (pat a steady beat

L,R,L,R)

Goin' on a bear hunt.

I'm not scared. (point to self)

I'm not scared.

I've got my lunch by my side, (hand by your side)

I've got my lunch by my side,

And my camera too. (pantomime taking a picture)

And my camera too.

Coming to some tall grass (pat a steady beat, L,R,L,R)

Coming to some tall grass

Gotta' get through!

Gotta' get through!

Can't jump over it (gesture the word 'over')

Can't jump over it

Can't go under it, (gesture the word 'under')

Can't go around it (look both ways)

Can't go around it

Gotta' go through

Gotta go through.

make swishing sound by rubbing hands together

Goin' on a bear hunt. (swishing sounds)

Goin' on a bear hunt.

I'm not scared. (point to self)

I'm not scared.

I've got my lunch by my side, (hand by your side)

I've got my lunch by my side,

And my camera too. (pantomime taking a picture)

And my camera too.

Coming to a big lake (swishing sounds)

Coming to a big lake

Gotta' get through!

Gotta' get through!

Can't jump over it (gesture the word 'over')

Can't jump over it

Can't go under it, (gesture the word 'under')

Can't go around it (look both ways)

Can't go around it

Gotta' go through Gotta go through

.***make swimming motions***

Goin' on a bear hunt. (swishing sounds)

Goin' on a bear hunt.

I'm not scared. (point to self)

I'm not scared.

I've got my lunch by my side, (hand by your side)

I've got my lunch by my side,

And my camera too. (pantomime taking a picture)

And my camera too.

Coming to a tall tree (swimming)

Coming to a tall tree

Gotta' get through!

Primary Paths to the Arts

Kindergarten - Lesson 12

Music Instructional Resource Guide

Gotta' get through!

Can't jump over it (gesture the word 'over')

Can't jump over it

Can't go under it, (gesture the word 'under')

Can't go around it (look both ways)

Can't go around it

Gotta' go up!

Gotta go up!

***make climbing tree motions while saying up
up up up up ***

***climb down the tree motions down down
down down down***

Goin' on a bear hunt. (pat L,R,L,R)

Goin' on a bear hunt.

I'm not scared. (point to self)

I'm not scared.

I've got my lunch by my side, (hand by your
side)

I've got my lunch by my side,

And my camera too. (pantomime taking a
picture)

And my camera too.

Coming to a dark cave (pat L,R,L,R)

Coming to a dark cave

Gotta' get through!

Gotta' get through!

Can't jump over it (gesture the word 'over')

Can't jump over it

Can't go under it, (gesture the word 'under')

Can't go around it (look both ways)

Can't go around it

Gotta' go in! Gotta go in!

WHISPERING

Goin' on a bear hunt. (pat L,R,L,R)

Goin' on a bear hunt.

I'm getting scared. (point to self)

I'm getting scared.

I've got my lunch by my side, (hand by your
side)

I've got my lunch by my side,

And my camera too. (pantomime taking a
picture)

And my camera too.

It's dark in here.

It's dark in here.

It's cold in here.

It's cold in here.

I see two eyes.

I see two eyes.

It MUST BE A BEAR! (loud voice)

It MUST BE A BEAR!

Quickly run out of the cave motions (patting
L,R,L,R)

Climb up the tree, (up up up up up)

Climb down the tree, (down down down down
down)

Swim through the lake, (swimming motions)

Run through the tall grass (hands rubbing
together)

Home sweet home! (slam the door).

VII. Assessment: Teacher observation, aural/visual-See rubric in Music Resources K&1 document

VIII. Resources: CD recording (*Bear Hunt*)

Primary Paths to the Arts

Kindergarten - Lesson 13

Music Instructional Resource Guide

I. Twinkle, Twinkle Little Star

II. Objective(s): The student will

- Identify similarities and/or differences in a performance. (NGSSS: MU.K.C.2.1)
- Share opinions about selected pieces of music. (NGSSS: MU.K.C.3.1)
- Sing songs of limited range appropriate to the young child and use the head voice. (NGSSS: MU.K.S.3.1)
- Match pitches in a song or musical phrase in one or more keys. (NGSSS: MU.K.S.3.3)
- Respond to beat, rhythm, and melodic line through imitation. (NGSSS: MU.K.O.1.1)
- Identify similarities and differences in melodic phrases and/or rhythm patterns. (NGSSS: MU.K.O.1.2)
- Respond to music from diverse cultures through singing and movement. (NGSSS: MU.K.H.1.1)
- Respond to and/or perform folk music of American cultural sub-groups. (NGSSS: MU.K.H.2.1)
- Perform simple songs, finger plays, and rhymes to experience connections among music, language, and numbers. (NGSSS: MU.K.H.3.1)

III. Recommended Instructional Time: One 40 minute class period

IV. Vocabulary: steady beat, high, low, same/different, twinkle, diamond

V. Curricular Connections:

- **English Language Arts**

CCSS.ELA-Literacy.RL.K.2 With prompting and support, retell familiar stories, including key details.

CCSS.ELA-Literacy.RL.K.10 Actively engage in group reading activities with purpose and understanding.

CCSS.ELA-Literacy.L.K.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.

CCSS.ELA-Literacy.L.K.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

VI. Lesson Procedures

Materials/Set-Up: Teacher will provide a picture or cut-out of a star (optional: glued to a craft stick).

Primary Paths to the Arts

Kindergarten - Lesson 13

Music Instructional Resource Guide

Session I:

1. The teacher will lead the opening music routine or the teacher will invite a student to lead the opening routine for the class.
2. The teacher will display a chart of the lyrics to *Twinkle, Twinkle Little Star*

Twinkle, twinkle little star,
How I wonder what you are?
Up above the world so high,
Like a diamond in the sky.
Twinkle, twinkle little star
How I wonder what you are?

3. The teacher will sing the song with the students.
4. The teacher will sing the song ALONE. Then sing with the purpose of finding which lines or phrases sound the same.
5. Review the concept of "pitch" with students before proceeding to step 6 below.
6. The teacher will pass out one star for each student.
7. The student will move the star higher and lower depending on the pitch.
For example: (H= high, L= Low)
Twinkle, twinkle little star,
L L H H H H L
8. The students will sing the song with the class while moving the stars.

Optional Extension:

Mozart wrote, ([Wolfgang Amadeus Mozart](#)), [Variations on "Ah vous dirai-je, Maman"](#) (K. 265 / K. 300e). This is a composition for piano. The melody "Twinkle, Twinkle" is presented multiple times with varying tempo and style.

The website:

<http://www.empire.k12.ca.us/capistrano/Mike/capmusic/form/theme%20and%20variations/Twinkle/twinkle.htm> or <http://preview.tinyurl.com/2wj9jd>

has a recording available for use. Students will be able to hear the melody and listen to the melody presented in multiple variations.

VII. Assessment: Teacher observation, aural/visual-See rubric in Music Resources K&1 document

VIII. Resources: CD recording (*Twinkle, Twinkle Little Star*)

Primary Paths to the Arts

Kindergarten - **Lesson 14**

Music Instructional Resource Guide

I. Old Gray Cat

II. Objective(s): The student will

- Share opinions about selected pieces of music. (NGSSS: MU.K.C.3.1)
- Sing or play songs from memory. (NGSSS: MU.K.S.2.1)
- Sing songs of limited range appropriate to the young child and use the head voice. (NGSSS: MU.K.S.3.1)
- Perform simple songs and accompaniments. (NGSSS: MU.K.S.3.2)
- Match pitches in a song or musical phrase in one or more keys. (NGSSS: MU.K.S.3.3)
- Respond to music to demonstrate how it makes one feel. (NGSSS: MU.K.O.3.1)
- Respond to and/or perform folk music of American cultural sub-groups. (NGSSS: MU.K.H.2.1)
- Respond to and explore music through creative play and found sounds in the music classroom. (NGSSS: MU.K.F.1.1)

III. Recommended Instructional Time: One 40 minute class period

IV. Vocabulary: gray, creeping, nibbling, scatter

V. Curricular Connections:

- **English Language Arts**

CCSS.ELA-Literacy.RL.K.2 With prompting and support, retell familiar stories, including key details.

CCSS.ELA-Literacy.RL.K.3 With prompting and support, identify characters, settings, and major events in a story.

CCSS.ELA-Literacy.RL.K.9 With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.

CCSS.ELA-Literacy.RL.K.10 Actively engage in group reading activities with purpose and understanding.

CCSS.ELA-Literacy.RI.K.1 With prompting and support, ask and answer questions about key details in a text.

CCSS.ELA-Literacy.RI.K.2 With prompting and support, identify the main topic and retell key details of a text.

CCSS.ELA-Literacy.RI.K.4 With prompting and support, ask and answer questions about unknown words in a text.

CCSS.ELA-Literacy.SL.K.2 Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.

Primary Paths to the Arts

Kindergarten - Lesson 14

Music Instructional Resource Guide

CCSS.ELA-Literacy.SL.K.6 Speak audibly and express thoughts, feelings, and ideas clearly.

CCSS.ELA-Literacy.L.K.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.

CCSS.ELA-Literacy.L.K.5b Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms)

CCSS.ELA-Literacy.L.K.5d Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.

CCSS.ELA-Literacy.L.K.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

VI. Lesson Procedures

Session I:

1. The teacher will lead the opening music routine *or* the teacher will invite an individual student to lead the opening routine for the class.
2. The teacher will tell the students that they are going to listen to a song called, *The Old, Gray Cat* which tells a story.
3. The teacher will play *The Old, Gray Cat* from the CD and ask the students to listen in order to identify the characters in the song. (answer: cat, mice).
4. The teacher will replay the song from the recording and ask the students to listen for WHO are the characters in the song. (answer: cat, mice).
5. The teacher will replay the song again for the students asking them to listen for the order of events. (answer: sleeping, creeping, nibbling, waking, scatter),

The old gray cat is sleeping, sleeping. (cats are curled up on the floor, still)
The old gray cat is sleeping in the house.

The little mice are creeping, creeping, creeping. (cats are still, mice creep quietly)
The little mice are creeping in the house.

The little mice are nibbling, nibbling, nibbling. (cats are still, mice pantomime eating cheese)
The little mice are nibbling in the house.

The old gray cat is waking, waking, waking. (the mice are nibbling in their space as the cats stretch)
The old gray cat is waking in the house.

The little mice all scatter, scatter, scatter. (the cat is stretching as the mice scatter back to their seats)
The little mice all scatter in the house.

Primary Paths to the Arts

Kindergarten - **Lesson 14**

Music Instructional Resource Guide

6. The teacher will identify and review the vocabulary (creeping, nibbling, waking, scatter).
7. The teacher will select one student to play the role of the cat and the other students to be the mice and act out the song as it is played. Remind the students that sleeping and waking cats don't move from their space while the mice are busy doing their movements. Remember to scatter safely.
8. The teacher will allow students to take turns being cat and mice.

VII. Assessment: Teacher observation, aural/visual-See rubric in Music Resources K&1 document

VIII. Resources: CD recording (*The Old, Gray Cat*)

Primary Paths to the Arts

Kindergarten - Lesson 16

Music Instructional Resource Guide

I. Bluebird

II. Objective(s): The student will

- Sing or play songs from memory. (NGSSS: MU.K.S.2.1)
- Sing songs of limited range appropriate to the young child and use the head voice. (NGSSS: MU.K.S.3.1)
- Perform simple songs and accompaniments. (NGSSS: MU.K.S.3.2)
- Match pitches in a song or musical phrase in one or more keys. (NGSSS: MU.K.S.3.3)
- Respond to and/or perform folk music of American cultural sub-groups. (NGSSS: MU.K.H.2.1)
- Perform simple songs, finger plays, and rhymes to experience connections among music, language, and numbers. (NGSSS: MU.K.H.3.1)
- Respond to and explore music through creative play and found sounds in the music classroom. (NGSSS: MU.K.F.1.1)

III. Recommended Instructional Time: One 40 minute class period

IV. Vocabulary: bluebird

V. Curricular Connections:

- **English Language Arts**

CCSS.ELA-Literacy.RL.K.3 With prompting and support, identify characters, settings, and major events in a story.

CCSS.ELA-Literacy.SL.K.6 Speak audibly and express thoughts, feelings, and ideas clearly.

VI. Lesson Procedures

Session I:

1. The teacher will lead the opening music routine *or* the teacher will invite an individual student to lead the opening routine for the class.
2. The teacher will introduce *Bluebird* by singing or playing the CD.

**Bluebird, bluebird, through my window.
Bluebird, bluebird, through my window.
Bluebird, bluebird, through my window.
Oh, Johnny, I'm tired.**

3. The teacher will explain how the game is to be played (explained below), and will lead the game.

The students stand in a circle. Everyone holds hands and makes “windows” while a bluebird (a student acts as a bluebird) weaves in and

Primary Paths to the Arts

Kindergarten - **Lesson 16**

Music Instructional Resource Guide

out. The Bluebird stops on “Oh, Johnny...” and rests his hands on the shoulders of a child in the circle. That child becomes the next bluebird and the game begins again.

VII. Assessment: Teacher observation, aural/visual-See rubric in Music Resources K&1 document

VIII. Resources: CD recording (*Bluebird*)

Primary Paths to the Arts

Kindergarten - Lesson 17

Music Instructional Resource Guide

I. Ida Red

II. Objective(s): The student will

- Respond to music from various sound sources to show awareness of steady beat. (NGSSS: MU.K.C.1.1)
- Sing or play songs from memory. (NGSSS: MU.K.S.2.1)
- Sing songs of limited range appropriate to the young child and use the head voice. (NGSSS: MU.K.S.3.1)
- Match pitches in a song or musical phrase in one or more keys. (NGSSS: MU.K.S.3.3)
- Respond to and/or perform folk music of American cultural sub-groups. (NGSSS: MU.K.H.2.1)
- Perform simple songs, finger plays, and rhymes to experience connections among music, language, and numbers. (NGSSS: MU.K.H.3.1)
- Respond to and explore music through creative play and found sounds in the music classroom. (NGSSS: MU.K.F.1.1)

III. Recommended Instructional Time: One 40 minute class period

IV. Vocabulary: creek

V. Curricular Connections:

- **English Language Arts**
CCSS.ELA-Literacy.RL.K.3 With prompting and support, identify characters, settings, and major events in a story.

VI. Lesson Procedures

Session I:

1. The teacher will lead the opening music routine *or* the teacher will invite an individual student to lead the opening routine for the class.
2. The teacher will introduce *Ida Red* by singing or playing the CD.

**Down the road and across the creek.
Can't get a letter but once a week.
Ida Red, Ida Blue,
I am stuck on Ida too!**

3. The teacher will explain the game (instructions below) to the students.

Primary Paths to the Arts

Kindergarten - Lesson 17

Music Instructional Resource Guide

The children sit in a circle with their hands behind their backs. One child skips or walks around the outside of the circle with an envelope in his/her hand and drops it behind one of the children in the circle on the last word of the song. That child chases the other child around the circle trying to tag him/her before he/she reaches the original place.

VII. Assessment: Teacher observation, aural/visual-See rubric in Music Resources K&1 document

VIII. Resources: CD recording (*Ida Red*)

Primary Paths to the Arts

Kindergarten - Lesson 18

Music Instructional Resource Guide

I. ABC, Rhyme with Me.

II. Objective(s): The student will

- Respond to music from various sound sources to show awareness of steady beat. (NGSSS: MU.K.C.1.1)
- Identify similarities and/or differences in a performance. [L. A.] (NGSSS: MU.K.C.2.1)
- Imitate simple rhythm patterns played by the teacher or a peer. (NGSSS: MU.K.S.3.4)

III. Recommended Instructional Time: One 40 minute class period

IV. Vocabulary: rhyme, steady beat

V. Curricular Connections:

- **English Language Arts**

CCSS.ELA-Literacy.RL.K.10 Actively engage in group reading activities with purpose and understanding.

CCSS.ELA-Literacy.RI.K.4 With prompting and support, ask and answer questions about unknown words in a text.

CCSS.ELA-Literacy.SL.K.6 Speak audibly and express thoughts, feelings, and ideas clearly.

- **Math**

CCSS.Math.Content.K.OA.A.1 Represent addition and subtraction with objects, fingers, mental images, drawings¹, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.

VI. Lesson Procedures

Session I:

1. The teacher will lead the opening music routine or the teacher will invite an individual student to lead the opening routine for the class.
2. The teacher will discuss rhyming words.
3. The teacher will ask students for rhyming words and write them on the board.
4. The teacher will introduce *ABC, Rhyme with Me* by reading or playing the CD.

A, B, C can you rhyme with me?
Cat rhymes with hat and bat.
Tree rhymes with bumblebee.
A, B, C can you rhyme with me?

Primary Paths to the Arts

Kindergarten - Lesson 18

Music Instructional Resource Guide

5. The teacher will tell the students that they are going to play a rhyming game.
6. The teacher will tell the students to pick their favorite pair of rhyming words from the board in order to play the game.
7. The teacher will explain the game. Students sit in a circle and all recite the poem keeping a steady beat on their laps. After students recite the poem the first child will say their favorite rhyming pair. The class recites the poem and the next student recites their favorite pair.

A, B, C can you rhyme with me?
Cat rhymes with hat and bat.
Tree rhymes with bumblebee.
A, B, C can you rhyme with me?

Student 1: dog, hog

A, B, C can you rhyme with me?
Cat rhymes with hat and bat.
Tree rhymes with bumblebee.
A, B, C can you rhyme with me?

Student 2: house, mouse
etc...

8. The teacher will continue the game until all students have had a turn to recite their rhyming words.
9. The teacher can make the game more difficult by having more than one student recite their pair before reciting the poem again.

A, B, C can you rhyme with me?
Cat rhymes with hat and bat.
Tree rhymes with bumblebee.
A, B, C can you rhyme with me?

Student 1: dog, hog
Student 2: house, mouse

A, B, C can you rhyme with me?
Cat rhymes with hat and bat.
Tree rhymes with bumblebee.
A, B, C can you rhyme with me?

VII. Assessment: Teacher observation, aural/visual-See rubric in Music Resources K&1 document

VIII. Resources: CD recording (*ABC, Rhyme with Me*)

Primary Paths to the Arts

Kindergarten - **Lesson 19**

Music Instructional Resource Guide

I. You're a Grand Old Flag

II. Objective(s): The student will

- Respond to music from various sound sources to show awareness of steady beat. (NGSSS: MU.K.C.1.1)
- Identify similarities and/or differences in a performance. [L. A.] (NGSSS: MU.K.C.2.1)
- Sing or play songs from memory. (NGSSS: MU.K.S.2.1)
- Match pitches in a song or musical phrase in one or more keys. (NGSSS: MU.K.S.3.3)
- Identify similarities and differences in melodic phrases and/or rhythm patterns. (NGSSS: MU.K.O.1.2)
- Respond to music to demonstrate how it makes one feel. (NGSSS: MU.K.O.3.1)
- Respond to music from diverse cultures through singing and movement. (NGSSS: MU.K.H.1.1)
- Respond to and/or perform folk music of American cultural sub-groups. (NGSSS: MU.K.H.2.1)

III. Recommended Instructional Time: One 40 minute class period

IV. Vocabulary: flag, steady beat, marching

V. Curricular Connections:

- **English Language Arts**

CCSS.ELA-Literacy.RI.K.1 With prompting and support, ask and answer questions about key details in a text.

CCSS.ELA-Literacy.RI.K.2 With prompting and support, identify the main topic and retell key details of a text.

CCSS.ELA-Literacy.L.K.5d Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.

CCSS.ELA-Literacy.L.K.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

VI. Lesson Procedures

Session I:

1. The teacher will lead the opening music routine *or* the teacher will invite an individual student to lead the opening routine for the class.

Primary Paths to the Arts

Kindergarten - Lesson 19

Music Instructional Resource Guide

2. The teacher will discuss the flag; both its meaning and history.
3. The teacher will introduce *You're a Grand Old Flag* (George M. Cohan) by singing or playing the CD.
4. The teacher will go over the lyrics to the song and teach them to the students.

You're a grand old flag,
You're a high flying flag
And forever in peace may you wave.
You're the emblem of
The land I love.
The home of the free and the brave.
Ev'ry heart beats true
'neath the Red, White and Blue,
Where there's never a boast or brag.
Should auld acquaintance be forgot,
Keep your eye on the grand old flag.

5. The students will practice singing *You're a Grand Old Flag*.
6. The students can sing and march around the room to the best.

VII. Assessment: Teacher observation, aural/visual-See rubric in Music Resources K&1 document

VIII. Resources: CD recording (*You're a Grand Old Flag*)
http://en.wikipedia.org/wiki/You%27re_a_Grand_Old_Flag

Primary Paths to the Arts

Kindergarten - Lesson 20

Music Instructional Resource Guide

I. Who Has the Penny?

II. Objective(s): The student will

- Identify singing, speaking, and whispering voices. (NGSSS: MU.K.C.1.4)
- Improvise a response to a musical question sung or played by someone else. (NGSSS: MU.K.S.1.1)
- Match pitches in a song or musical phrase in one or more keys. (NGSSS: MU.K.S.3.3)
- Imitate simple rhythm patterns played by the teacher or a peer. (NGSSS: MU.K.S.3.4)
- Perform simple songs, finger plays, and rhymes to experience connections among music, language, and numbers. (NGSSS: MU.K.H.3.1)
- Respond to and explore music through creative play and found sounds in the music classroom. (NGSSS: MU.K.F.1.1)

III. Recommended Instructional Time: One 40 minute class period

IV. Vocabulary: penny

V. Curricular Connections:

- **English Language Arts**

CCSS.ELA-Literacy.SL.K.1a Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).

CCSS.ELA-Literacy.SL.K.1b Continue a conversation through multiple exchanges.

CCSS.ELA-Literacy.SL.K.6 Speak audibly and express thoughts, feelings, and ideas clearly.

CCSS.ELA-Literacy.L.K.1d Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).

VI. Lesson Procedures

Session I:

1. The teacher will lead the opening music routine *or* the teacher will invite an individual student to lead the opening routine for the class.
2. The students will play a game to develop the ability to locate objects using only sound.
3. The teacher will have a penny or small object that can be placed on the palm of a child's hand.
4. The students will sit in a circle.
5. The students will close their eyes and hold one hand out.
6. The teacher will walk around the circle and place the penny in a child's hand and sing: *Who has the Penny?* (see CD recording)

Primary Paths to the Arts

Kindergarten - **Lesson 20**

Music Instructional Resource Guide

- 7.** The child that has the penny will sing “**I do, I do**”.
- 8.** The students will point to where the sound is coming from while keeping their eyes closed.
- 9.** After they have made their guess, students will open their eyes and check the accuracy of their guess.
- 10.** The child with the penny will take a turn placing the penny in someone else’s hand.
- 11.** Once the child has had a turn they can still play by guessing where the sound comes from but they should keep their hands down when the penny is being passed out.

VII. Assessment: Teacher observation, aural/visual-See rubric in Music Resources K&1 document

VIII. Resources: CD recording (*Who Has the Penny?*)