

HADDON TOWNSHIP MUSIC
KINDERGARTEN



The kindergarten music curriculum provides developmentally-appropriate experiences that reflect the New Jersey Core Content Standards for Visual and Performing Arts. Kindergarten students will begin to explore the creative process, performance, and aesthetic responses; they will also learn to critique methodologies in music.

ESSENTIAL LEARNINGS: *Kindergarten students will demonstrate an understanding of the Cumulative Progress Indicators from the NJ Core Curriculum Content Standards. All kindergarten students will begin to progress toward basic literacy in the following skills in music.*

Pitch and Beat

- Explore elements of music through verbal and written responses to diverse aural prompts and printed scores. (1.1.2.B.1)
- Identify musical elements in response to diverse aural prompts, such as rhythm, timbre dynamics form and melody. (1.1.2.B.2)
- Vocalize the home tone of familiar and unfamiliar songs, and demonstrate appropriate posture and breathing technique while performing songs, rounds, or canons in unison and with a partner. (1.3.2.B.4)
- Demonstrate developmentally appropriate vocal production/vocal placement and breathing technique. (1.3.2.B.2)

Creating Music

- Explore elements of music through verbal and written responses to diverse aural prompts and printed scores. (1.1.2.B.1)
- Identify musical elements in response to diverse aural prompts, such as rhythm, timbre dynamics form and melody. (1.1.2.B.2)
- Clap, sing, or play on pitch from basic notation in the treble clef, with consideration of pitch, rhythm, dynamics, and tempo. (1.3.2.B.1)

- Vocalize the home tone of familiar and unfamiliar songs, and demonstrate appropriate posture and breathing technique while performing songs, rounds, or canons in unison and with a partner. (1.3.2.B.4)
- Demonstrate developmentally appropriate vocal production/vocal placement and breathing technique. (1.3.2.B.3)
- Demonstrate developmentally appropriate vocal production/vocal placement and breathing technique. (1.3.2.B.2)
- Improvise short tonal and rhythmic patterns over ostinatos, and modify melodic or rhythmic patterns using selected notes and/or scales to create expressive ideas. (1.3.2.B.5)
- Blend unison and harmonic parts and vocal or instrumental timbres while matching dynamic levels in response to a conductor's cues. (1.3.2.B.7)

Vocal Repertoire

- Explore elements of music through verbal and written responses to diverse aural prompts and printed scores. (1.1.2.B.1)
- Identify musical elements in response to diverse aural prompts, such as rhythm, timbre dynamics form and melody. (1.1.2.B.2)
- Clap, sing, or play on pitch from basic notation in the treble clef, with consideration of pitch, rhythm, dynamics, and tempo. (1.3.2.B.1)
- Demonstrate developmentally appropriate vocal production/vocal placement and breathing technique. (1.3.2.B.2)

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- Vocalize the home tone of familiar and unfamiliar songs, and demonstrate appropriate posture and breathing technique while performing songs, rounds, or canons in unison and with a partner. (1.3.2.B.4)
- Improvise short tonal and rhythmic patterns over ostinatos, and modify melodic or rhythmic patterns using selected notes and/or scales to create expressive ideas. (1.3.2.B.5)
- Blend unison and harmonic parts and vocal or instrumental timbres while matching dynamic levels in response to a conductor's cues. (1.3.2.B.7)