



G-E-T Elementary Curriculum

Align, Explore, Empower

Scope and Sequence

Music - Kindergarten

Unit 1 - (Note Reading)

(Length of Unit - Ongoing)

- Before learning to read notes in first grade, kindergarten students will aurally identify high sounds and low sounds.

In this unit, students will ...

- be able to identify high vs low sounds.

Standards for Note Reading

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

MG3.R1.e: Recognize and respond to foundational musical elements.

Unit 2 - (Dynamics)

(Length of Unit - Ongoing)

- Students will use aural cues, movement, and games to apply loud and soft to different kinds of music.

In this unit, students will ...

- be able to identify and apply loud and soft.

Standards for Dynamics

MG2.P.2.e: Discover how to express a piece of music to convey its meaning.

MG3.R1.e: Recognize and respond to foundational musical elements.

MG3.R.3.e: Utilize music terminology in the analysis and evaluation of musical performances, recordings, and compositions.

MG3.R.2.e: Express musical ideas through verbal, movement, written, or artistic means.

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Unit 3 - (Time - Rhythm/Meter)	(Length of Unit - Ongoing)
<ul style="list-style-type: none">- Before learning to read and write rhythms in first grade, kindergarten students will use aural cues and movement to apply steady beat and basic meter	
In this unit, students will ...	
<ul style="list-style-type: none">- be able to perform a steady beat.- be able to differentiate between words with one sound per beat and two sounds per beat.	

Standards for Time- Rhythm/Meter	
MG3.R1.e: Recognize and respond to foundational musical elements.	
MG2.P.5.e: Explore music through both reading and aural approaches.	

Unit 4 - (Form)	(Length of Unit - Ongoing)
<ul style="list-style-type: none">- Students will start to understand the organization of music into sections	
In this unit, students will ...	
<ul style="list-style-type: none">- be able to identify same and different sections of music.	

Standards for Form	
MG3.R1.e: Recognize and respond to foundational musical elements.	

Unit 5 - (Tempo)	(Length of Unit - Ongoing)
<ul style="list-style-type: none">- Students will use classroom songs to practice music at different speeds	
In this unit, students will ...	

- be able to identify music as fast or slow.

Standards for Tempo

- MG3.R.2.e: Express musical ideas through verbal, movement, written, or artistic means.
- MG4.Cn.3.e: Explore musical connections, similarities, and differences.

Unit 6 - (Performance)

(Length of Unit - Ongoing)

- Students perform in class and in a concert setting

In this unit, students will ...

- Perform in a classroom setting within a small group
- Practice proper concert etiquette for a variety of musical settings

Standards for Performance

- MP2.P.1.e: Explore and identify the meaning of a song through its text by singing and/or playing an instrument.
- MP2.P.2.e: Discover how to express a piece of music to convey its meaning
- MP2.P.3.e: Examine and share the performance with class and teacher.
- MP2.P.4.e: Identify the persons serving in the roles of performer and audience.
- MP2.P.5.e: Explore music through both reading and aural approaches.
- MP2.P.6.e: Perform in a classroom setting.
- MP2.P.7.e: Perform in a classroom setting within a small group
- MP2.P.8.e: Practice proper concert etiquette for a variety of musical settings.

Unit 7 - (Composition/Improvisation)

(Length of Unit - Ongoing)

- Students start to do very basic improvisation and composition using teacher guided activities

In this unit, students will ...

-Students will improvise instrument accompaniment to short pieces of music

-Students will create short compositions using non-standard notation

Standards for Composition/Improvisation

MP1.Cr.3.e: Explore the creation of short pieces using standard and/or alternative notation.

MP1.Cr.4.e: Identify musical ideas through verbal, written, aural, or technological means.

MP1.Cr.1.e: Discover musical ideas through simple rhythm and melodic patterns.

MP1.Cr.2.e: Improvise sounds and movement to accompany artistic play and music by use of voice, instruments, and a variety of sound sources.