



KINDERGARTEN Learning Objectives for **Music**



TOPICS

- singing
- movement
- listening
- composing/improvising
- performing
- reading/writing music
- melody
- pitch
- dynamics
- duration
- tempo
- instrumental playing
- rhythm patterns
- word patterns

BASIC MUSIC THEORY

The learner will

- be able to identify rhythms/beats found in nature/environment, e.g., heart beat, ticking of a clock, turning signal in a car, bird calls, etc.
- be able to recognize (and clap along with) rhythm and melody in nursery rhymes and simple songs.
- be able to imitate a given rhythm with hand percussion instruments.
- development rhythmic sureness, i.e., the ability to adapt their rhythms to others around as well as move to a steady beat.
- continue to recognize word patterns through music.
- be introduced to notation (beat, rhythm pattern and form) through song, poetry, pictures, movements, percussion instruments, etc.
- have opportunities to create his/her own music.

MUSICAL INSTRUMENTS AND THE VOICE

The learner will

- learn to sing a variety songs (some with the use of visual aids, some through call and response).
- work on developmental skills, such as coordination, motor sensory skills, auditory perception and fluency of speech through singing and instrument playing.
- work on social skills by having to share instruments and take turns playing and listening.
- be introduced to breathing exercises that help with voice control while singing.
- be introduced to hand percussion, woodwind, brass, string, folk and traditional instruments.
- Artistically express various sounds, e.g., drawing (shapes, colors, texture) and movement.
- use body and instruments to perform rhythm/melody.



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MUSIC AS A DEVELOPMENTAL EXPERIENCE

The learner will

- ☑ work on coordination, body awareness, laterality, directionality, position of the body in space and listening skills through musical movement-related activities, songs and games.
- ☑ learn action-based and educationally-themed songs.
- ☑ work on listening skills: auditory awareness, i.e., simple recognition of the presence of sound, auditory discrimination, i.e., the ability to distinguish between sounds and to group them into categories such as fast-slow, loud-soft, high-low and auditory sequencing and memory, i.e., the ability to reproduce a sequence of sounds in the correct order; the ability to retain and recall general auditory information.

EXAMPLES

Closing eyes, listening and recalling all the various sounds heard in one's environment is an example of auditory awareness.

Listening to a recording of a song and being able to identify various dynamics (tempo, tone, pitch, etc.) of the song is an example of auditory discrimination.

Hearing a rhythm played on a drum and then being able to imitate that same exact rhythm is an example of auditory sequencing and memory.