



# PRE-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**

- identify rhythms/beats found in nature/environment, e.g., heart beat, ticking of a clock, turning signal in a car, bird calls, etc.
- recognize (and clap along with) rhythm and melody in nursery rhymes and simple songs.
- 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.
- recognize word patterns through 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.
- use body and instruments to perform rhythm/melody.
- have opportunities to create his/her own music.
- listen to and differentiate between sounds.



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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.