

Music

Teacher Guide



Moving to the Music



Guitar

Playing and Marching to a Steady Beat



Core Knowledge Music

Kindergarten

Teacher Guide



Core Knowledge®

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Core Knowledge Music: Kindergarten

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Core Knowledge Music Kindergarten™
Teacher Guide

Introduction

Kindergarten Core Knowledge Music

This introduction provides the background information needed to teach the Kindergarten Core Knowledge Music (CKMusic) program. Within, you will find guidance on how to use the program and its components, Pacing Guides and Core Vocabulary, and directions on how to make connections to other Core Knowledge Curriculum materials to enrich, enliven, and deepen student understanding of and appreciation for music. Of note are the connections between CKMusic and Core Knowledge Visual Arts (CKVA). While each of these programs may be used independently, the content in each program has been intentionally designed to complement the other. Use of both sets of materials may enhance student understanding and allow for greater depth of knowledge.

The CKMusic materials are aligned to the grade-level music topics in the *2023 Core Knowledge Sequence*. These materials have also been informed by the National Standards for Arts Education, available for download at nationalartsstandards.org.

Program Components

In Kindergarten, the CKMusic program consists of the following components, designed to be used together:

- The CKMusic Teacher Guide
- The CKMusic Playlist on Spotify
- The CKMusic Online Resources
- The CKMusic Slide Deck

The **Teacher Guide** is divided into units, consisting of individual lessons that provide background information, instructional guidelines and notes, song lyrics, and guidance for student activities. Please note that lyrics printed in this book may vary slightly from the song versions included in the CK Spotify Playlist. Preview each song to teach the lyrics to students. Refer to individual Teacher Guide units for lesson plans and guidance.

The Teacher Resources section in the back of the Kindergarten CKMusic Teacher Guide contains a section of reproducible **Activity Pages**. You will need to make sufficient copies of Activity Pages for selected lessons for your students. The Teacher Guide will prompt you, lesson by lesson, as to which Activity Pages to use and when. These resources are indicated throughout the Teacher Guide by the icon .

The **Playlist** consists of specific music selections on Spotify for students to listen and respond to. These selections include the instrumental music, as well as songs, included in the *2023 Core Knowledge Sequence*.

TEACHER NOTE: There are two versions of Spotify available online. One is available at no cost and has occasional commercial interruptions. The premium version is available for a fee and is commercial free.

You can access the Playlist through the Online Resources. The Teacher Guide will prompt you, lesson by lesson, as to which tracks to play and when. Listening and responding to music together is a powerful learning tool that will enable you and your students to listen, explore,

discuss, and practice the elements of music, as well as learn about musical forms and styles, instrumentation, and so on. These resources are indicated throughout the Teacher Guide by the icon .

Spotify Playlist Track List

CKMusic Kindergarten Music Selections

| Playlist Track Number | Title of Work |
|-----------------------|---|
| 1 | "Twinkle, Twinkle, Little Star" |
| 2 | "Bingo" |
| 3 | "A Ram Sam Sam" |
| 4 | "This Old Man" |
| 5 | "Go Tell Aunt Rhody" |
| 6 | "Pin Pon" |
| 7 | "Row, Row, Row Your Boat" |
| 8 | "Fais dodo" |
| 9 | "John Jacob Jingleheimer Schmidt" |
| 10 | Edvard Grieg, <i>Peer Gynt</i> , "In the Hall of the Mountain King" |
| 11 | "London Bridge" |
| 12 | "If You're Happy and You Know It" |
| 13 | "Jingle Bells" |
| 14 | "This Little Light of Mine" |
| 15 | "Kumbaya" |
| 16 | "The Bear Went Over the Mountain" |
| 17 | "John the Rabbit" |
| 18 | "Go In and Out the Window" |
| 19 | "Here We Go Round the Mulberry Bush" |
| 20 | "Old MacDonald Had a Farm" |
| 21 | "The Wheels on the Bus" |
| 22 | "All Around the Kitchen" |
| 23 | "Little Johnny Brown" |
| 24–26 | Joaquín Rodrigo, <i>Concierto de Aranjuez</i> Track 24, "Allegro con spirito" Track 25, "Adagio" Track 26, "Allegro gentile" |
| 27 | Sergei Rachmaninoff, Prelude in C-sharp Minor, op. 3, no. 2 |
| 28 | Giuseppe Verdi <i>Aida</i> , "Grand March" |
| 29 | Claude Debussy, "Prelude to the Afternoon of a A Faun" |
| 30 | Niccolò Paganini, <i>24 Caprices</i> , op. 1, no. 5, Caprice No. 5 in A Minor |
| 31 | Richard Strauss, <i>Also sprach Zarathustra</i> , op. 30, no. 1, "Sonnenaufgang" |
| 32 | John Philip Sousa, "The Stars and Stripes Forever" |
| 33 | Edvard Grieg, <i>Peer Gynt</i> , "Morning Mood" |
| 34 | Victor Herbert, <i>Babes in Toyland</i> , "March of the Toys" |

| | |
|-------|--|
| 35–49 | Camille Saint-Saëns, <i>Carnival of the Animals</i> Track 35, “Introduction” Track 36, “Royal March of the Lion” Track 37, “Hens and Cocks” Track 38, “Wild Horses (Swift Animals)” Track 39, “Tortoises” Track 40, “The Elephant” Track 41, “Kangaroos” Track 42, “Aquarium” Track 43, “Personages with Long Ears” Track 44, “The Cuckoo in the Depth of the Forest” Track 45, “Aviary” Track 46, “Pianists” Track 47, “Fossils” Track 48, “The Swan” Track 49, “Finale” |
| 50–51 | Ella Fitzgerald, “A-Tisket, A-Tasket” |
| 52–53 | Sergei Prokofiev, <i>Peter and the Wolf</i> Track 52, “The Story Begins” Track 53, “The Bird” |

The **Slide Deck** consists of PowerPoint slides for you to display to the class as visual teaching aids to support learning. The Teacher Guide will prompt you, lesson by lesson, as to which slides to display and when. The slides will be a powerful learning tool, enabling you and your students to explore the elements of music together. These resources are indicated throughout the Teacher Guide by the icon .

The **Online Resources** provides links to other instructional and professional learning resources accessible online. These resources include, but are not limited to, videos, recordings, and other web resources that support the instruction in this Teacher Guide. These resources are indicated throughout the Teacher Guide by the icon .

Materials Needed in Each Unit

The individual materials used in each lesson, beyond the Teacher Guide and Playlist, are clearly indicated at the beginning of each lesson.

Teachers may find the listing below of materials used in each unit helpful in planning and securing the necessary materials in advance.

Unit 1 Elements of Music

chart paper or whiteboard and markers

instruments for student use: drums, egg shakers, maracas, rhythm sticks, tambourines, triangles, wood blocks, xylophones

instruments for teacher use: drum, guitar, keyboard, piano, xylophone, and/or ukelele

paper towel tubes (optional)

pen (optional)

red paper and blue paper

rubber bands (optional)

scarves

sleigh bells or jingle bells

small stuffed animals (optional)

waxed paper (optional)

Unit 2 Instruments and Music

cereal boxes (optional)
chart paper and markers
crayons
drawing paper
instruments for student use: hand drums
instruments for teacher use: guitar, piano,
violin and bow (optional)
masking tape (optional)
paper towel tubes (optional)

pencils
plastic bottles with narrow tops
rubber bands (optional)
scarves
scissors or utility knife for teacher use
(optional)
stickers (optional)
toys, dolls, stuffed animals, or miniature
figures
world map or globe

Icons in the Teacher Guide

The following icons are used in the Teacher Guide to draw instructors' attention to different types of pages or to places in the lesson where a supporting component should be used:



Online Resources



Time Period Reference



Playlist



Elements of Music



Slide Deck



Activity Page

Pacing Guide

Each unit of the Teacher Guide includes a Pacing Guide. This Pacing Guide is presented to help you plan your lessons and allocate a suitable amount of instructional time to each topic. The Pacing Guides also include several Looking Back features, each taking up to half a class day, that can be used for review and activities. The Teacher Guide ends with a Culminating Activity.

Over the course of the Kindergarten year, thirty-five class days are allocated for music, each with forty-five minutes of possible instruction time for the full-year program. Teachers may also choose to break the forty-five-minute lessons into smaller chunks of instruction as they deem appropriate.

There are twenty-four lessons in Kindergarten, divided into two units. While each unit has its own Pacing Guide, we have provided a combined Pacing Guide for the whole year below:

Unit 1: twenty days

Unit 2: fourteen days



Culminating Activity: one day

Cross-Curricular Connections

Music is strongly related to other subjects students will encounter as part of the Core Knowledge Curriculum. Teachers are encouraged always to look for ways to engage students and help them appreciate music's place in the wider picture of human activity. The introduction

to each unit includes a chart of cross-curricular connections to other strands of the Core Knowledge Curriculum. Wherever possible, connections are noted to the following:

- CK History and Geography (CKHG)
- CK Language Arts (CKLA)
- CK Math (CKMath)
- CK Science (CKSci)
- CK Visual Arts (CKVA)

Where a connection exists, it will be noted in the chart as a reference to a named unit, with a lesson or chapter reference where applicable, to enable you to quickly and easily find the referenced material.

Core Vocabulary

Core Vocabulary, identified throughout the Teacher Guide, is words that are important for students to know and understand and for teachers to use when teaching the content. An understanding of the vocabulary of music is critical for student success in understanding, interpreting, and expressing themselves. Definitions for these terms are provided, and teachers are encouraged to take time to reinforce with students the meaning and use of these words. Core Vocabulary is shown in **bold** the first time it appears within lesson instruction.

The Core Vocabulary words, by unit, are:

| Unit | Core Vocabulary |
|------|---|
| 1 | beat, chorus, dynamics, harmony, improvise, phrase, pitch, rhythm, steady, tempo, verse |
| 2 | drum, flute, guitar, piano, timbre, trumpet, violin |

TEACHER NOTE: The definitions for Core Vocabulary words are included in the unit in which they are introduced.

Constructive Speaking and Listening

Constructive speaking and listening means that people engaged in conversation will share their own perspectives while also finding ways to understand each other. Students using CKMusic are encouraged to listen attentively, share their own opinions, and participate in discussions. Before teaching the lessons in this book, teachers are encouraged to establish some rules for speaking, listening, and reacting to the opinions of others in a respectful and constructive manner. When studying music, it is essential also to establish rules for listening, performing, and considering the performances of others. Tips about talking with students about music, including their own music, are included in the back of this book. Some additional resources to support listening and performing in the classroom and conducting discussions in a sensitive, safe, and respectful manner are provided in the Online Resources: <https://www.coreknowledge.org/music/>.

TEACHER NOTE: Many of the activities described in this Teacher Guide encourage students to respond and move to music in different ways that will require space. Please take this into consideration as you decide where to conduct these music lessons and activities.

Elements of Music

Big Idea Music can be enjoyed through listening, singing, playing, dancing, improvising, and other kinds of participation.

Unit Introduction and Pacing Guide

This introduction includes the background information needed to teach the *Elements of Music* unit. In this unit, you will explain the basic elements on which music is built and prepare students for further exploration of both listening to and playing music. You will help students understand that rhythm, melody, harmony, form, and dynamics are fundamental elements of music, and each contributes something unique. Understanding these elements can help students better understand how music works, and it can also help deepen their enjoyment of music. Students will explore these elements through familiar songs and rhymes as well as instrumental pieces. They will also put the elements into practice through hands-on activities.

This unit contains fourteen lessons, split across twenty class days. There will be Looking Back features on Days 7 and 12 and an assessment on Day 20. Each day will require a total of forty-five minutes. The teaching days can occur at a cadence that makes sense for your classroom. Many teachers may have one time per week set aside for music. In that case, you may teach the Day 1 lesson in the first week and then continue on to Day 2 the following week.

| Day | Lesson |
|-------|----------------------------------|
| 1 | Lesson 1 Introduction to Music |
| 2–3 | Lesson 2 Steady Beat in Rhythm |
| 4 | Lesson 3 Duration and Accents |
| 5–6 | Lesson 4 Pitch: High and Low |
| 7 | Lesson 5 Harmony* |
| 8–9 | Lesson 6 Dynamics: Loud and Soft |
| 10–11 | Lesson 7 Tempo: Fast and Slow |

| Day | Lesson |
|-------|---|
| 12 | Lesson 8 Move to the Music* |
| 13 | Lesson 9 Form: Verse and Chorus |
| 14 | Lesson 10 Form: Same or Different Phrases |
| 15 | Lesson 11 Form: Call and Response |
| 16–18 | Lesson 12 Playing with Music |
| 19 | Lesson 13 Improvisation |
| 20 | Lesson 14 Unit 1 Assessment |

* Looking Back

What Students Need to Learn

In this unit, students will:

- Participate in activities to learn the basic elements of music (rhythm, melody, harmony, form, etc.);
- Identify a steady beat;
- Perform a steady beat;
- Identify beats with accents (stress);
- Move responsively to music by marching, walking, hopping, swaying, etc.

- Participate in call-and-response activities;
- Participate in improvisation activities;
- Participate in play party activities;
- Discriminate between obviously different short and long sounds;
- Discriminate between obviously different fast and slow tempos;
- Discriminate between obviously different high and low pitches;
- Discriminate between obviously different loud and soft sounds;
- Compare two or more musical phrases and categorize them as the same or different; and
- Sing unaccompanied, accompanied, and in unison.

What Students Will Learn in Future Grades

In future grades, students will review and extend their learning about the elements of music, developing more nuanced knowledge and skills.

Grade 1 Unit 1: *Elements of Music*

- Participate in activities to learn the basic elements of music (rhythm, melody, harmony, form, timbre, etc.).
 - o Hum a melody while listening to music.
 - o Identify how a melody moves up and down.
 - o Echo short rhythms and melodic patterns.
 - o Compare the timbre, or tone color, of musical pieces.
- Demonstrate through participation in order to become familiar with basic elements of music (rhythm, melody, harmony, form, timbre, etc.).
- Recognize the following frequently used Italian terms when spoken:
 - o *Adagio* (slow), *moderato* (medium), and *allegro* (fast)
- Identify written quarter notes and eighth notes.

Vocabulary

beat, n. a constant pulse that can be felt underneath a whole piece of music (12)

Example: We clapped along with the steady beat.

chorus, n. a part of a song that repeats in intervals; also called a refrain (42)

Example: We sang the chorus after each verse.

dynamics, n. an element of music that deals with how loudly or quietly it is performed (29)

Example: The dynamics of the song changed from loud to quiet.

harmony, n. an element of music that deals with the relationships between simultaneous pitches (27)

Example: The three trumpets played in harmony with each other.

improvise, v. to invent original music as you play or sing it (35)

Example: We can each improvise our own melody.

phrase, n. a short section of music, usually a discrete “chunk” of the melody (11)

Example: This song begins with a short phrase followed by a longer one.

pitch, n. how “high” or “low” a sound or tone is (21)

Example: The flute plays higher pitches than the cello.

rhythm, n. an element of music that deals with the way sounds are organized through time (14)

Example: The rhythm of this song makes me want to dance.

steady, adj. consistent, at the same pace (14)

Example: We marched to a steady beat that was always the same.

tempo, n. the speed of a musical performance (35)

Example: The song was played at a very fast tempo!

verse, n. a line or section of writing in a song, often set to a repeated tune with different words each time (19)

Example: The second verse of the song has different words from the first verse.

Cross-Curricular Connections

This unit contains the following connections to other strands of the Core Knowledge Curriculum. To enhance your students’ understanding of the content and its context and enrich their understanding of these related subjects, please consult the following Core Knowledge materials:

| |
|--|
| CK History and Geography (CKHG) |
| Grade K Unit 1: <i>Let's Explore Our World!</i> |
| CK Language Arts (CKLA) |
| Grade K Domain 1: <i>Nursery Rhymes and Fables</i> <ul style="list-style-type: none">Lesson 6B: Twinkle, Twinkle, Little Star |
| CK Math (CKMath) |
| Grade K Unit 2: <i>Numbers 1–10</i> |
| CK Science (CKSci) |
| Grade 1 Unit 1: <i>Sun, Moon, and Stars</i> Grade 1 Unit 3: <i>Exploring Light and Sound</i> <ul style="list-style-type: none">Chapter 2: “Sound and Vibration” |
| CK Visual Arts (CKVA) |
| Grade K Unit 1: <i>Elements of Art: Color</i> |

See the Core Knowledge website at <https://www.coreknowledge.org/download-free-curriculum/> to download these free resources, or find direct links to the units in the Online Resources.

Most Important Ideas

The most important ideas in Unit 1 are as follows:

- The elements of music include rhythm, melody, harmony, form, and dynamics.
- A steady beat is the foundation of rhythm and can be felt even when it is not heard.
- Some beats have accents (stress).
- Sounds can have high pitch or low pitch.
- When two pitches are sounded at the same time, harmony is created.
- Music has dynamics, or louder and softer sounds.
- Music can be played at faster and slower tempos, or paces.
- Body movement and music often go together.
- Song structure: Some songs have verses and a chorus.
- Musical phrasing is an important part of musical expression.
- Song structure: Some songs are sung or played with a call-and-response structure.
- Many children's songs are used to support play.
- Musicians can use their knowledge of the elements of music to improvise.

What Teachers Need to Know

There are many ways for students to enjoy music. As students explore listening, singing, performing, moving, and improvising, they begin to notice the musical concepts that unite them. It is important at the Kindergarten level to involve all of the different types of music-making practices, such as moving, speaking, singing, playing instruments, and improvisation.

Music is made up of several basic elements: rhythm, melody, harmony, form, and dynamics. Through a variety of musical selections, students explore these elements and become more aware of how they work together. Recognizing and understanding rhythm and melody are the most essential musical elements for Kindergartners. Students can learn to feel a steady beat (or pulse) in music and recognize its rhythm, as well as move naturally to the steady beat.

As students listen to music and sing songs, they develop a sense of patterning and melodic direction. They can begin to recognize how musical selections are similar and different and to respond to and interact with the music through creative movement, singing along, playing on classroom instruments, and creating their own melodies. The songs in this unit are excellent options for encouraging these responses; however, you may also wish to add others that you know of or that students suggest.

Unit 1 Lesson 1

INTRODUCTION TO MUSIC

TIME: 1 DAY

AT A GLANCE CHART

| Lesson | Activity | Materials |
|--------------|--|--|
| DAY 1 | Students will move in different ways to “Twinkle, Twinkle, Little Star.” | <ul style="list-style-type: none">• Online Resources “What Is Music?” video from PBS LearningMedia• Playlist<ul style="list-style-type: none">• Track 1, “Twinkle, Twinkle, Little Star”• Track 28, <i>Aida</i>, “Grand March”• Track 29, “Prelude to the Afternoon of a Faun”• Track 32, “The Stars and Stripes Forever”• Teacher Guide page 111, Student Activity Page 1: Letter to Family (copies for all students) |

Lesson Objective

- Explore music by moving in different ways to a familiar tune.

DAY 1: INTRODUCTION TO MUSIC

Introduce the lesson by telling students they are going to be learning about music. Point out that music is all around—on the radio, in movies, in ringtones. Ask students to share what they already know about music. Ask:

- Where do you usually hear music?
- Does anyone play an instrument?
- What is your favorite song?
- Do you ever dance to music?

(*Answers will vary.*) Tell students they will listen to a familiar song and move around in different ways as they listen to it.

Teaching Idea



Introduce the lesson by playing the video “What Is Music?” from PBS LearningMedia. Have a brief discussion about the music students heard in the video. Ask them about songs they may have recognized and whether something was interesting or surprising.

Use this link to download the Core Knowledge Music Online Resources, where the specific link to the video may be found:

<https://www.coreknowledge.org/music/>

Music in This Lesson

“Twinkle, Twinkle, Little Star,” traditional



The song was first written as an English poem in the early nineteenth century.



This song has a simple, familiar melody that occurs in two distinct musical phrases, sung in ABA order.

Background for Teacher

The English lyrics for “Twinkle, Twinkle” are taken from the 1806 poem “The Star,” by Jane Taylor. The melody of “Twinkle, Twinkle, Little Star” is sometimes attributed to Mozart, who wrote a set of variations on it and knew it by the French name “Ah! Vous dirai-je, maman,” dating from earlier in the eighteenth century, before “The Star” was even written. The melody can also be recognized in a popular version of the alphabet song, as well as the nursery rhyme “Baa, Baa, Black Sheep.”



Track 1

Play the song “Twinkle, Twinkle, Little Star,” track 1 of the Kindergarten Spotify Playlist, which you may access through the Online Resources. Pause after the first **phrase**, or short section of the music—in this case, “Twinkle, twinkle, little star.” Ask if anyone recognizes the song. Affirm that the song is “Twinkle, Twinkle, Little Star.”

Teach students the lyrics to “Twinkle, Twinkle, Little Star” by rote. Teach one phrase at a time before putting phrases together, and eventually the entire song. Please note that lyrics printed in this book may vary slightly from the song versions included in the CK Spotify Playlist. Preview each song to teach the lyrics to students.

“Twinkle, Twinkle, Little Star”

| | | |
|---------------------------------------|---|---|
| <i>Twinkle, twinkle, little star.</i> | <i>When the blazing sun is gone,</i> | <i>As your bright and tiny spark</i> |
| <i>How I wonder what you are!</i> | <i>When he nothing shines upon,</i> | <i>Lights the traveler in the dark,</i> |
| <i>Up above the world so high,</i> | <i>Then you show your little light.</i> | <i>Though I know not what you are,</i> |
| <i>Like a diamond in the sky,</i> | <i>Twinkle, twinkle, all the night.</i> | <i>Twinkle, twinkle, little star.</i> |
| <i>Twinkle, twinkle, little star.</i> | <i>Twinkle, twinkle, little star.</i> | <i>Twinkle twinkle, little star.</i> |
| <i>How I wonder what you are!</i> | <i>How I wonder what you are!</i> | <i>How I wonder what you are!</i> |

Next, tell students that it can be fun to move around to music. Tell them that you will play the song again and you would like them to move around the room as they listen. Remind them to sing along if they would like. Play the song and model walking to the **beat**, the constant pulse that can be felt underneath the music. Do not introduce the word *beat* yet to students—it will be the focus of Lesson 2.

SUPPORT—Clap your hands as you walk in time to the music to help students move to the beat.

Now tell students you want them to get creative as they move one more time to the song. They might want to walk in different ways, move their arms, clap, march, crouch down low, or reach up high. Play the song again and model some of these suggestions for students.

Teaching Idea

Invite students to move responsively to additional selections, such as instrumental music from Unit 2 of Kindergarten CKMusic. You may wish to play “Grand March” from *Aida*, track 28 of the Playlist; “Prelude to the Afternoon of a Faun,” track 29; or “The Stars and Stripes Forever,” track 32.

After students have listened to the music, ask the following questions:

A MUSICIAN’S QUESTIONS

What are some of the ways you moved your body to music?

- o Answers may include walking, clapping, and marching to music.

How did it feel to move around to music?

- o Students may say it was fun or exciting.

Check for Understanding



AP 1

Conclude the session by asking students to turn and tell a partner one thing they learned about music today. Invite a few students to share their ideas with the whole group. Distribute copies of the Letter to Family (Activity Page 1) and tell students to bring it home tonight.

Unit 1 Lesson 2

STEADY BEAT IN RHYTHM

TIME: 2 DAYS

AT A GLANCE CHART

| Lesson | Activity | Materials |
|--------------|--|---|
| DAY 1 | Students will learn the song “Bingo” and sing to the beat. | <ul style="list-style-type: none">• Slide Deck slide 1, “Bingo”• Playlist track 2, “Bingo” |
| DAY 2 | Students will move to the beat of “A Ram Sam Sam.” | <ul style="list-style-type: none">• Online Resources<ul style="list-style-type: none">• “A Ram Sam Sam” lyrics• “Boom Boom Bah” online game from PBS Kids• Playlist track 3, “A Ram Sam Sam”• Rhythm instruments (e.g., drums, wood blocks, maracas, or rhythm sticks) for student use (enough for all students to take turns in small groups) |

Advance Preparation



Explore the “Boom Boom Bah” online game prior to teaching the lesson. You may wish to load the web page in advance so it is ready for the class to play.

Use this link to download the Core Knowledge Music Online Resources, where the specific link to the game may be found:

<https://www.coreknowledge.org/music/>

Lesson Objective

- Demonstrate understanding of steady beat in music through song and movement.

What Students Have Learned

In the last lesson, students learned the song “Twinkle, Twinkle, Little Star” and moved responsively to the music.

DAY 1: FEEL THE BEAT

Introduce the lesson by telling students that when they walk, march, dance, or clap to music, they are keeping the beat. These movements help them feel the beat of music in their bodies.

Ask students to place their hands over their hearts and feel for their heartbeats. Demonstrate how. Tell students that the beat of music is like a heartbeat—it keeps the music going, and it

is **steady**, or consistent and at the same pace. Sometimes, like your heartbeat, it can speed up or slow down. A slower song may have a slower beat, like your heartbeat when you are relaxing. A faster song has a faster beat, like your heartbeat when you are moving. Explain that students are going to create their own steady beats.

Music in This Lesson

“Bingo,” traditional



The song or rhyme “Bingo” is of unknown origin, but early versions were referred to in the late 1800s, and the rhyme is of English-language origin.

Background for Teacher

In order to understand **rhythm**, it is important to first understand beat. When we clap or tap in time to music, we are intuitively marking the steady beat, or rhythm. The song “Bingo” helps strengthen rhythmic sensitivity as students keep track of the rests in the song.



Slide 1

Display slide 1. Play the song “Bingo,” track 2 of the Kindergarten Spotify Playlist. Tell students that they will sing “Bingo” and clap out the letters as each becomes silent. In doing so, they will feel the steady beat and keep track of the rests at the same time.



Track 2

Teach the lyrics to “Bingo.” Teach one phrase at a time before putting phrases together, and eventually the entire song.

“Bingo”

*There was a farmer had a dog, and Bingo was his name, o!
B-I-N-G-O, B-I-N-G-O, B-I-N-G-O, and Bingo was his name, o!*

*There was a farmer had a dog, and Bingo was his name, o!
(clap)-I-N-G-O, (clap)-I-N-G-O, (clap)-I-N-G-O, and Bingo was his name, o!*

(clap)-(clap)-N-G-O

(clap)-(clap)-(clap)-G-O

(clap)-(clap)-(clap)-(clap)-O

(clap)-(clap)-(clap)-(clap)-(clap), and Bingo was his name, o!

SUPPORT—To help students make the connection between the word they are spelling and its individual letters, point to the word *B-I-N-G-O* on the slide, and point to the letters as you sing them. Cover each letter as it becomes silent.

After students have investigated the music, ask the following questions:

A MUSICIAN'S QUESTIONS

What is rhythm?

- o A rhythm can be a steady beat.

How many letters are in the name *Bingo*?

- o There are five letters in the name *Bingo*.

How did you leave out the letters in *Bingo*? What did you do when you were not singing a letter?

- o I clapped my hands as each letter became silent.

Activity

Say, "Repeat after me." Clap a steady beat and have students repeat the steady beat. Help students learn to echo your beats.

Ask, "Was that a steady beat?" (yes) Now repeat the process with an unsteady beat, and then another steady beat.

Check for Understanding

Conclude the session by asking students to explain their understanding of a steady beat. You may wish to provide them with, or ask them to volunteer, examples of steady and unsteady beats to identify. (*Steady beats may include a clock, a heartbeat, or windshield wipers; unsteady beats may include birds singing, thunder, or rain*).

DAY 2: MOVE TO THE BEAT

Introduce the lesson by reminding students that in the last lesson, they sang "Bingo" to the beat. Have students share what they remember about the words *rhythm*, *beat*, and *steady*. Remind students that they clapped in the last lesson to keep the beat. Tell students that today, they are going to move to the beat.

Music in This Lesson

"A Ram Sam Sam," traditional



The song originated as a children's song in Morocco in the 1960s.

Background for Teacher

The song "A Ram Sam Sam" is a children's song that includes words from Moroccan Arabic. The word *rafiq* means friend, but other lyrics have shifted over time and become nonsensical. Students will enjoy moving to the lively rhythm and silly sounds.



Track 3

Play the song “A Ram Sam Sam,” track 3 of the Kindergarten Spotify Playlist. Invite students to move around as they listen. Pause to ask students what movements they chose and why. Then have students pat their knees or clap to the beat. Model clapping, patting your knees, or doing a combination of these movements.



You may access the lyrics of “A Ram Sam Sam” on the Internet. Use this link to download the Core Knowledge Music Online Resources, where the specific link to the lyrics may be found:

<https://www.coreknowledge.org/music/>

If you choose to teach the lyrics to students, teach by rote. Teach one phrase at a time before putting phrases together, and eventually the entire song.

Play the song again, and invite students to use larger movements to the steady beat of the song, such as walking, skipping, or marching. Model moving in different ways with the steady beat.

After students have investigated the music, ask the following questions:

A MUSICIAN’S QUESTIONS

How did you move today to help you keep a steady beat?

- o I clapped and walked to the beat.

How does the rhythm of a song affect your movements?

- o Students may say that they change their movements to go with the rhythm.

How is “A Ram Sam Sam” similar to “Bingo” from the last class? How are the beats of the songs different?

- o Students may say that both songs have a steady beat they can move to, but “A Ram Sam Sam” is livelier and bouncier than “Bingo.”

Rhythm Instruments



Tracks 2, 3

Set out a selection of rhythm instruments, such as drums, wood blocks, maracas, and rhythm sticks. Have small groups of students select instruments. Play “Bingo” and “A Ram Sam Sam” while students take turns keeping a steady beat with their instruments.

SUPPORT—Model how to play the various rhythm instruments. You may need to guide students as they play by clapping.

Teaching Idea



If time allows, you may wish to have students play the interactive game “Boom Boom Bah” from PBS Kids. Use this link to download the Core Knowledge Music Online Resources, where the specific link to the game may be found:

<https://www.coreknowledge.org/music/>

Check for Understanding

Conclude the session by asking students to explain how movement relates to the steady beat in music. Have students demonstrate a steady beat with their bodies.

Unit 1 Lesson 3

DURATION AND ACCENTS

TIME: 1 DAY

AT A GLANCE CHART

| Lesson | Activity | Materials |
|--------------|--|--|
| DAY 1 | Students will recognize accented beats and notes of different lengths. | <ul style="list-style-type: none">• Playlist<ul style="list-style-type: none">• Track 4, "This Old Man"• Track 31, <i>Also sprach Zarathustra</i>, op. 30, no. 1, "Sonnenaufgang"• Slide Deck slide 2, "This Old Man"• Egg shakers and wood blocks (1 per student or small group) |

Lesson Objective

- Identify accented beats and long and short notes in music.

What Students Have Learned

Students have learned to recognize and move to a steady beat. They have also explored playing a steady beat with instruments.

DAY 1: BEATS AND ACCENTS

Ask students to follow you as you clap a steady beat and hum one of the tunes from previous lessons, such as "Twinkle, Twinkle, Little Star." Then begin to hum the tune of "This Old Man" to the same beat. Ask students if they noticed that you changed the tune, even though the beat was the same. (*Answers may vary.*) Tell them they will be listening to "This Old Man" to explore more about the rhythm of music.

Music in This Lesson

"This Old Man," traditional



The song may have originated in the United Kingdom in the late nineteenth or early twentieth century.



In "This Old Man," the third sound (on the word *man*) is twice as long as the first two (the two syllables of *This old*). Even when we change the speed of the steady beat, these proportions will not change.

Background for Teacher

The lyrics of this silly song don't mean anything in particular, but they are fun to sing. The song is also a counting game: For each number from one to ten, the old man plays "knick-knack" on something else . . . until he comes rolling home again!



Track 4

Play the song "This Old Man," track 4 of the Kindergarten Spotify Playlist. Pause after the first "This old man came rolling home," and ask if anyone knows what comes next in the song. Pause for any responses, and then continue the song to the end.



Slide 2

Display Slide 2, "This Old Man." Teach students the lyrics to "This Old Man" by rote. Teach one phrase at a time before putting phrases together, and eventually the entire song. Please note that lyrics printed in this book may vary slightly from the song versions included in the CK Spotify Playlist. Preview each song to teach the lyrics to students.

"This Old Man"

*This old man, he played one. He played knick-knack on my thumb.
With a knick-knack paddywhack, give the dog a bone. This old man came rolling home.*

*This old man, he played two. He played knick-knack on my shoe.
With a knick-knack paddywhack, give the dog a bone. This old man came rolling home.*

*This old man, he played three. He played knick-knack on my knee.
With a knick-knack paddywhack, give the dog a bone. This old man came rolling home.*

*This old man, he played four. He played knick-knack on my door.
With a knick-knack paddywhack, give the dog a bone. This old man came rolling home.*

*This old man, he played five. He played knick-knack on my hive.
With a knick-knack paddywhack, give the dog a bone. This old man came rolling home.*

*This old man, he played six. He played knick-knack on my sticks.
With a knick-knack paddywhack, give the dog a bone. This old man came rolling home.*

*This old man, he played seven. He played knick-knack up in heaven.
With a knick-knack paddywhack, give the dog a bone. This old man came rolling home.*

*This old man, he played eight. He played knick-knack on my gate.
With a knick-knack paddywhack, give the dog a bone. This old man came rolling home.*

*This old man, he played nine. He played knick-knack on my spine.
With a knick-knack paddywhack, give the dog a bone. This old man came rolling home.*

*This old man, he played ten. He played knick-knack once again.
With a knick-knack paddywhack, give the dog a bone. This old man came rolling home.*

Point to each number and image as you hear them in the song. Play the song again, and invite students to sing along and pat their knees to the steady rhythm. Model patting your knees to the steady rhythm.

Then tell students that while the steady beat of a song does not change, some beats are heavier, or stronger, than others. These beats have accents, or stress. For example, in line 1 of “This Old Man,” the beats on *this* and *he* are stronger than the others. Have students crouch down. Sing the first **verse** of the song, more slowly than the recording and with more emphasis on the strong beats. Have students “pop up” on the strong beats.

Next, point out that in the song, some words are sung longer and some sung shorter. Tell students to listen for short and long words. Sing or play the first line of “This Old Man.” Ask students which words are long (man *and* one). Tell students you will play the song again, and they should raise their hands when they hear a longer note. Continue playing additional verses of the song until students build understanding.

SUPPORT—To help students hear the longer notes, sing the tune more slowly and pause a little longer on the longer notes.

Teaching Idea

“This Old Man” provides an opportunity for students to experiment with rhymes. Once students seem to understand how the song works, ask them to come up with other rhyming things for each number on which the old man can “play knick-knack.” You may want to talk about rhymes as a class; ask students to think of some other examples of rhymes from this year’s songs.

After students have listened to the music, ask the following questions:

A MUSICIAN’S QUESTIONS

How could you tell which beats were stronger?

- o Students may say that you sang them louder or that they could hear the stronger beats on the recording.

How could you tell which words were sung longer and shorter?

- o Students may say they listened carefully and could hear the difference.

Making Music

Take out the egg shakers and wood blocks. Demonstrate your expectations of how students will use each type of instrument, shaking the shaker for a long duration and hitting the wood block once for a short duration. Tell students that they will get a chance to try each of them.

Say the word *short* and hit the wood block once. Say the word *long* and shake the shaker for a few seconds repeatedly. Then, distribute the instruments and have students follow your directions to play long and short durations.



Play or sing “This Old Man” again, and cue students to make long or short sounds with their instruments to match the long and short sounds in the song.

Track 4



Track 31

Teaching Idea

Play *Also sprach Zarathustra*, op. 30, no. 1, “Sonnenaufgang,” track 31 of the Kindergarten Spotify Playlist. Encourage students to listen for beats and notes of different lengths. Say, “When you hear a long beat, take a large step or jump! When you hear short sounds, take small steps or tiptoe.” Model short steps and exaggerated large steps for students. Students will hear this song again in Unit 2, when they learn about percussion instruments.

Check for Understanding

Conclude the session by asking students how they made longer and shorter sounds. Have them turn and tell a partner. (*shook the shaker for a long sound and hit the wood block for a short sound*) Ask students what they learned about accents and invite a few students to share their ideas with the whole group. (*When a beat is accented, it is stronger. Students may recall that they popped up when they heard accented beats.*)

Unit 1 Lesson 4

PITCH: HIGH AND LOW

TIME: 2 DAYS

AT A GLANCE CHART

| Lesson | Activity | Materials |
|--------------|---|---|
| DAY 1 | Students will recognize high and low pitches. | <ul style="list-style-type: none">• Online Resources<ul style="list-style-type: none">• “Tuba: Meet Chris, the Tubist” video from <i>TSO Symphonic Safari Adventure!</i>• “Flute: Meet Karen, the Flutist” video from <i>TSO Symphonic Safari Adventure!</i>• Playlist<ul style="list-style-type: none">• Track 5, “Go Tell Aunt Rhody”• Track 48, <i>Carnival of the Animals</i>, “The Swan”• Piano, xylophone, or other keyboard instrument (1 for teacher use) |
| DAY 2 | Students will explore high and low pitches on xylophones. | <ul style="list-style-type: none">• Online Resources “Pin Pon” lyrics and sheet music• Playlist<ul style="list-style-type: none">• Track 6, “Pin Pon”• Track 30, <i>24 Caprices</i>, op. 1, no. 5, Caprice No. 5 in A Minor• Xylophones (1 per student or small group) |

Lesson Objective

- Demonstrate recognition of high and low pitches in a melody.

What Students Have Learned

Remind students that in the last lesson, they learned about long and short notes and accented beats in music.

DAY 1: HIGH AND LOW

Introduce the lesson by telling students that they will explore another part of music—**pitch**.

Use a xylophone or keyboard instrument to play a lower pitch and a higher pitch. Then play a brief tune (six to eight notes) using lower and higher pitches. Point out that the notes sound different—some are high (let your voice go higher) and some are low (let your voice drop down low). Explain that when notes sound higher and lower, they have different pitches. Songs have a melody, or tune, made up of lots of different pitches.

Now have students crouch down low. Play the lowest note on the instrument. Tell them to “grow” upward a little bit for each note that goes higher. Play the notes on the instrument one at a time for one octave, giving students enough time to get higher with each note. Then go back down, inviting students to get lower as you move down the scale.

Tell students that some instruments, like the one you are playing, have a wide range of pitches. Some instruments are high-pitched, and some are low-pitched. Ask students to think of any instruments they know that have high- or low-pitched sounds. (*Students may say that a flute makes high-pitched sounds and a tuba makes low-pitched sounds.*)

Teaching Idea



Play the videos from the *TSO Symphonic Safari Adventure!* series to introduce students to low- and high-pitched instruments.

Tell students that a tuba is an example of a low-pitched instrument. Play a clip from the tuba video (3:05–3:27) in which the tubist performs *Melodious Étude No. 2* by Giulio Margo Bordogni. After students listen, ask them where they felt the vibrations of the low-pitched sounds of the tuba. (*their chests*)

Tell students that a flute is an example of a high-pitched instrument. Play a clip from the flute video (3:16–4:00) in which the flutist performs “The Swan” from *Carnival of the Animals* by Camille Saint-Saëns. After students listen, ask them where they felt the vibrations of the high-pitched sounds of the flute. (*their ears*)

Have students turn and talk to a partner about which type of sound they prefer and why.

Use this link to download the Core Knowledge Music Online Resources, where the specific links to the videos may be found:

<https://www.coreknowledge.org/music/>

Music in This Lesson

“Go Tell Aunt Rhody,” traditional



The song “Go Tell Aunt Rhody” is based on the melody “Greenville” from a 1752 opera by the writer and composer Jean-Jacques Rousseau.



This is a particularly simple melody, with only two small leaps in it, and is a good place for students to begin if they wish to try playing songs on classroom instruments.

Background for Teacher

Melody combines different pitches, or high and low sounds, in a row, or musical line. The shape of the sound is the melody. “Go Tell Aunt Rhody” has a musical line that flows up and down in a way that is relatively easy to hear.

Tell students they will now listen for high and low pitches in a song called “Go Tell Aunt Rhody.”



Track 5

Play the song “Go Tell Aunt Rhody,” track 5 of the Kindergarten Spotify Playlist. Play the first and second verses only (0:00–0:23).

Teach students the lyrics to the song by rote. Teach one phrase at a time before putting phrases together, and eventually the entire song.

“Go Tell Aunt Rhody”

*Go tell Aunt Rhody (repeats 3x)
The old gray goose is dead*

*The one she’s been saving (repeats 3x)
To make her feather bed*

Play the first and second verses a second time, and have students sing along as they can.

Play the first two verses a third time, and have students stand up when they hear the pitch go up and crouch down when they hear the pitch go down. Model moving up and down as the music plays, and stretch up on tiptoes on the one note that goes above the beginning note.

SUPPORT—To help students understand the differences in pitch in the song, play the tune for them on a keyboard instrument, pointing out that when you play notes moving to the right, the pitches go higher, and when you play notes moving left, the pitches go lower.

After students have investigated the music, ask the following questions:

A MUSICIAN’S QUESTIONS

How does it sound to sing the word *la* in a high pitch?

- o Students should make high-pitched sounds.

How does it sound to sing the word *la* in a low pitch?

- o Students should make low-pitched sounds.

How did you show high and low pitches with your body when you listened to the song?

- o When the pitches went up, I stood up, and when they went down, I crouched down.



Track 48

Teaching Idea

Play for students a piece of music that does not have lyrics, such as “The Swan” from *Carnival of the Animals*, track 48 of the Kindergarten Spotify Playlist. Have students listen to melody without words. Encourage students to stand up when the pitch is high and crouch down when the pitch is low.

Check for Understanding

Conclude the session by asking students to explain their understanding of high and low pitches. Play pitches going up and pitches coming down on the xylophone, and have students identify which are high and which are low.

DAY 2: PLAYING HIGH AND LOW PITCHES

Remind students that they listened for higher and lower pitches in the song “Go Tell Aunt Rhody” and moved their bodies to the sounds. Have students share what they remember about the word *pitch*.

Music in This Lesson

“Pin Pon,” traditional



“Pin Pon” is a children’s nursery song of unknown origin that is popular in Latin America. It was made popular in the 1960s by a Chilean children’s television show.

Background for Teacher

“Pin Pon” is a children’s song popular in Spanish-speaking cultures of the Americas. In the song, a cardboard doll teaches children about good personal hygiene.



Track 6



Play “Pin Pon,” track 6 of the Kindergarten Spotify Playlist.

You may access the lyrics and sheet music of “Pin Pon” on the Internet. Use this link to download the Core Knowledge Music Online Resources, where the specific link to the lyrics and music may be found:

<https://www.coreknowledge.org/music/>

Teach students the lyrics by rote, one English phrase at a time, before putting the phrases together so that students are able to sing the whole song. Ensure students understand the verses by reading the English translation after students hear the Spanish lyrics.

Invite students to pay attention to the high and low pitches on this first listening. Then play the opening notes again. Ask students if the second note goes up in pitch or down from the first note (*up*).

SUPPORT—If needed, sing or play these two notes more slowly than the recording to help students hear the notes go up in pitch.

Play the song again, and invite students to move up and down to “Pin Pon” as they did to “Go Tell Aunt Rhody” in the previous class. Have students follow you as you model the movements, which will be faster in this melody than in “Go Tell Aunt Rhody.” Remind students that they are moving up for high pitches and down for low pitches.

After students have investigated the music, ask the following questions:

A MUSICIAN’S QUESTIONS

Is the last sound of the “Pin Pon” melody a high pitch or a low pitch?

- o The last sound is a low pitch.

Would you say that the singer of this song has a high-pitched voice or a low-pitched voice?

- o Answers may vary; most students should say the singer has a high-pitched voice.

Teaching Idea

Teach students to play the xylophone on high and low pitches. First, demonstrate how students should hold the mallets. You may wish to start with one mallet per student. Then help them play a steady beat on one note. Review the idea of rhythm.

Have students watch you and play along to your cues. Encourage them to experiment with high sounds and then low sounds. When students are ready, you may wish to teach them to play a chord (one note with the right hand and one with the left) and accompany the melody of “Pin Pon.”



Track 30

Teaching Idea

Play for students a piece of music that does not have lyrics, such as Caprice No. 5 in A Minor by Paganini, track 30 of the Kindergarten Spotify Playlist. Have students listen to melody without words and move up and down to the pitches they hear. Demonstrate moving your hand or your whole body up and down as the pitches in the music become higher and lower.

Check for Understanding

Conclude the session by asking students to share one thing they have learned about melody, or the shape of sound, from listening and moving to “Go Tell Aunt Rhody” and “Pin Pon.”
(Students may refer to the way pitches create melody, that melody is the tune of a song, or that the pitches in a melody go up and down.)

Unit 1 Lesson 5

HARMONY

TIME: 1 DAY

AT A GLANCE CHART

| Lesson | Activity | Materials |
|--------|---|--|
| DAY 1 | Students will recognize when two pitches are played in harmony. | <ul style="list-style-type: none">• Playlist<ul style="list-style-type: none">• Track 3, "A Ram Sam Sam"• Track 7, "Row, Row, Row Your Boat"• Track 42, <i>Carnival of the Animals</i>, "Aquarium"• Guitar or keyboard instrument to play two simultaneous pitches (1 for teacher use)• Xylophones or other classroom instruments to play two simultaneous pitches (1 per student or small group) |

Lesson Objective

- Recognize that harmony in music happens when two or more pitches are sung or played at the same time.

What Students Have Learned

Remind students that in the last lesson, they learned about and moved to the melody, or the shape of the sound.

DAY 1: HARMONY



Track 3

Looking Back

Remind students of the Big Idea statement for this unit: *Music can be enjoyed through listening, singing, playing, dancing, improvising, and other kinds of participation.* Discuss with them how the activities they have participated in so far added to their understanding of the Big Idea.

Remind students that they moved in different ways as they learned about rhythm and melody in music. Play "A Ram Sam Sam," track 3 of the Kindergarten Spotify Playlist, and have students demonstrate keeping a steady beat, identifying higher and lower pitches, and moving up and down to show higher and lower pitches.

Show students an instrument on which two simultaneous notes can be played. Invite students to share what they know about it, including its name and how a person might play it. Play one note on the instrument. Then play a second note, separately, either a third or a fifth above

the first one. Ask students to share whether the second note is higher or lower than the first (*higher*). Then play both notes at the same time. Point out how they blend together in a way that is pleasing to the ear. Explain that when two or more pitches that blend well are played or sung at the same time, they create **harmony**.

Music in This Lesson

“Row, Row, Row Your Boat,” traditional



This American folk song may have originated in the mid-nineteenth century.



“Row, Row, Row Your Boat” is a round, which means that if several groups of voices enter at different times, their voices will be in harmony.

Background for Teacher

“Row, Row, Row Your Boat” was published in the 1800s by Eliphalet Oram Lyte, a teacher and author. It is commonly sung as a round.



Track 7

Play the song “Row, Row, Row Your Boat,” track 7 of the Kindergarten Spotify Playlist. Ask students to focus on the singing. Pause after the second “life is but a dream,” and ask whether the voices on the recording are singing the same or different pitches (*same*). Then play the round in the music. Ask how the music changes in the round when different voices enter at different times. (*Answers may vary but could include that two pitches are being sung at the same time.*)

Teach students the song lyrics by rote. Teach one phrase at a time before putting phrases together, and eventually the entire song.

Then invite students to sing along and “row their boats” while listening to the entire song from the beginning.

“Row, Row, Row Your Boat”

*Row, row, row your boat,
Gently down the stream.
Merrily, merrily, merrily, merrily,
Life is but a dream.*

Ask, “Did you notice how it sounded good when one group was singing one part of the song and the other group was singing a different part? The two parts went together well. That’s an example of harmony!” Invite students to sing the first part while you provide the second part so they can experience singing in a round and listening for the harmony.

SUPPORT—Have students sing to the word *stream* and hold it as you sing *row* so they can really hear that there are two pitches occurring at the same time.

After students have listened to the music, ask the following questions:

A MUSICIAN'S QUESTIONS

What is harmony?

- o Harmony is when two or more pitches are played or sung at the same time.

Why do you think some songs use harmony?

- o Students may say harmony makes music more fun or more beautiful.



Track 42

Teaching Idea

Have students listen carefully to “Aquarium” from *Carnival of the Animals*, track 42 of the Kindergarten Spotify Playlist, to notice two pitches being played at the same time. Students will hear this song again in Unit 2 when they study instruments and instrumental music.

Hands-On Activity

Introduce classroom instruments, such as xylophones, for student use. Demonstrate your expectations of how students will use the instruments. Show students how to play notes on each instrument. You may choose to have partners work together to see how two notes can be simultaneously played on one instrument. Have students investigate playing two notes at one time on the instrument of their choice.

Check for Understanding

Conclude by guiding half of the students to sing one pitch and the other half to sing a different pitch (choose any pitches that form a third or a fifth). Celebrate that they sang in harmony.

Unit 1 Lesson 6

DYNAMICS: LOUD AND SOFT

TIME: 2 DAYS

AT A GLANCE CHART

| Lesson | Activity | Materials |
|--------------|--|--|
| DAY 1 | Students will sing loud and soft to “Fais dodo” and “John Jacob Jingleheimer Schmidt.” | <ul style="list-style-type: none">• Online Resources<ul style="list-style-type: none">• “Fais dodo” lyrics• “John Jacob Jingleheimer Schmidt” lyrics• Slide Deck slide 3, Loud and Soft• Playlist<ul style="list-style-type: none">• Track 8, “Fais dodo”• Track 9, “John Jacob Jingleheimer Schmidt”• Small stuffed animals (optional; 1 per student) |
| DAY 2 | Students will listen to and play loud and soft instrumental music. | <ul style="list-style-type: none">• Online Resources “Opposite Bunny: Loud/Quiet” video from PBS LearningMedia• Playlist track 33, <i>Peer Gynt</i>, “Morning Mood”• Musical instrument such as xylophone or drum (1 for teacher use)• Rhythm instruments such as drums, tambourines, maracas, or triangles (1 per student or small group) |

Lesson Objective

- Demonstrate singing loud and soft in the songs.

What Students Have Learned

Remind students that in the last lesson, they learned about harmony by listening to and playing two pitches at the same time.

DAY 1: SING LOUD AND SOFT



Slide 3

Display slide 3, Loud and Soft, to begin the class. Say, “This bird is singing very softly. Hug yourself and sing softly on *la*.” Point to the second picture. Say, “This bird is singing loudly. Hold your arms wide open like the bird in the picture and sing loudly on *la*.” Tell students that loud and soft in music are called **dynamics**. Dynamics tell a musician how loud or soft to play or sing.

Choose a song students know, and ask them to sing together as softly as they can while hugging themselves. Invite them to get louder and open their arms as they do.

Music in This Lesson

“Fais dodo,” traditional



“Fais dodo” is a French lullaby that may have been composed in the eighteenth century.



“Fais dodo” is a good example to show dynamics because the lullaby gets softer as it goes.

Background for Teacher

The French lullaby “Fais dodo” is sung in French-speaking areas, including France and Quebec, and areas that use French-derived languages, such as Haiti and parts of Louisiana. The expression *fais dodo* is French baby talk for “go to sleep.”



Track 8

Tell students this song is in French, and it is a lullaby. Ask students what a lullaby is used for (*to help someone fall asleep*). Play the song “Fais dodo,” track 8 of the Kindergarten Spotify Playlist. After students listen, ask them what they noticed about the dynamics. (*The song gets quieter or softer.*) Invite students to pretend they are holding a puppy and trying to get it to fall asleep.



You may access the lyrics of “Fais dodo” in French and English on the Internet. Use this link to download the Core Knowledge Music Online Resources, where the specific link to the lyrics may be found:

<https://www.coreknowledge.org/music/>

You may choose to teach students the lyrics phonetically in French or just have them listen and hum along. If you choose to have students sing, teach the lyrics phonetically by rote. Teach one phrase at a time before putting phrases together, and eventually the entire song.

Play the song again, and tell students they can hum along as they rock or dance gently with their puppies.

SUPPORT—To help students pretend, provide small stuffed animals for them to use.

Music in This Lesson

“John Jacob Jingleheimer Schmidt,” traditional



The song may have originated in American vaudeville theater of the late nineteenth century.



“John Jacob Jingleheimer Schmidt” is a song suited to teaching dynamics because the song is sung and repeated with each repetition becoming quieter and quieter until the singers are only whispering—but the phrase at the end is always loud.

Background for Teacher

One of the silliest children’s songs, “John Jacob Jingleheimer Schmidt” tells the story of two friends who have the same unlikely name.



Track 9

Tell students that now, they will learn another song with different dynamics. Play the song “John Jacob Jingleheimer Schmidt,” track 9 of the Kindergarten Spotify Playlist.

After you play it once, ask, “Was the song loud or soft?” (*loud*)



You may access the lyrics of “John Jacob Jingleheimer Schmidt” on the Internet. Use this link to download the Core Knowledge Music Online Resources, where the specific link to the lyrics may be found:

<https://www.coreknowledge.org/music/>

Teach students the lyrics to this silly song by rote. Teach one phrase at a time before putting phrases together, and eventually the entire song.

Have students sing along with the repeat, matching the dynamics.

After students have investigated the music, ask the following questions:

A MUSICIAN’S QUESTIONS

What are dynamics?

- o Dynamics are loud and soft sounds in music.

How did the songs we learned today use different dynamics?

- o “Fais dodo” is a soft lullaby, and “John Jacob Jingleheimer Schmidt” is a song with some parts that are sung softly and other parts that are sung loudly.

Check for Understanding

Conclude the session by asking students to explain their understanding of dynamics. Have volunteers demonstrate loud singing and soft singing.

DAY 2: PLAY LOUD AND SOFT

Introduce the lesson by reminding students that loud and soft are dynamics. Use any instrument to play a soft sound. Ask students to say whether they think the sound is loud or soft. Do the same with a loud sound. Invite students to use their arms to show the loud and soft sounds as they listen.

Teaching Idea



Have students watch the video “Opposite Bunny: Loud/Quiet” from PBS LearningMedia to reinforce the concepts of loud and quiet. Use this link to download the Core Knowledge Music Online Resources, where the specific link to the video may be found:

<https://www.coreknowledge.org/music/>

Music in This Lesson

Peer Gynt, “Morning Mood,” Edvard Grieg



“Morning Mood” begins quietly, becomes both louder and higher until it reaches a high point in the middle of the piece, and then becomes more peaceful and quieter again toward the ending.

Background for Teacher

Edvard Grieg (1843–1907) was a Norwegian composer. The *Peer Gynt* suite follows the many adventures of the young Peer Gynt, who leaves home and travels the world.



Track 33

Play the piece “Morning Mood” from the *Peer Gynt* suite, track 33 of the Kindergarten Spotify Playlist. Have students use arm movements to show how the music starts soft and gets louder, like a sunrise getting brighter and brighter.

After students have investigated the music, ask the following questions:

A MUSICIAN’S QUESTIONS

What dynamics did the music have today?

- o The dynamics went from soft to loud.

What are some of the ways you moved to the music?

- o Students may say they made small movements with their arms to show softer sounds and bigger movements to show louder sounds.

Hands-On Activity

Set out a selection of rhythm instruments, such as drums, tambourines, maracas, and triangles. Say, “We’re going to play loud and soft on instruments.” Guide small groups of students to choose instruments. Invite them to play a steady beat—first softly, then louder, and then softly again. Have student groups take turns until everyone has had a chance. Put away the instruments.

SUPPORT—To help students model loud and soft dynamics, encourage them to slow down the rhythms they are playing.

Check for Understanding

Conclude the session by asking students how they can use arm motions and their bodies to show the dynamics in songs such as “Morning Mood,” “Fais dodo,” and “John Jacob Jingleheimer Schmidt.”

Unit 1 Lesson 7

TEMPO: FAST AND SLOW

TIME: 2 DAYS

AT A GLANCE CHART

| Lesson | Activity | Materials |
|--------------|---|---|
| DAY 1 | Students will investigate fast and slow tempos with rhythm instruments. | <ul style="list-style-type: none">• Slide Deck<ul style="list-style-type: none">• Slide 3, Loud and Soft• Slide 4, Fast and Slow• Playlist<ul style="list-style-type: none">• Track 3, "A Ram Sam Sam"• Track 8, "Fais dodo"• Rhythm instruments such as egg shakers, rhythm sticks, or tambourines (1 per student)• Scarves (1 per student) |
| DAY 2 | Students will sing and move quickly and slowly to "London Bridge." | <ul style="list-style-type: none">• Slide Deck<ul style="list-style-type: none">• Slide 4, Fast and Slow• Slide 5, London Bridge• Playlist<ul style="list-style-type: none">• Track 10, <i>Peer Gynt</i>, "In the Hall of the Mountain King"• Track 11, "London Bridge"• Track 34, <i>Babes in Toyland</i>, "March of the Toys" |

Lesson Objective

- Explore tempo through music with fast and slow tempos.

What Students Have Learned

In the last lesson, students learned about dynamics through the loud and soft parts of new and familiar songs.

DAY 1: FAST AND SLOW



Slides 3–4

Display slide 3, Loud and Soft, and remind students that they learned music has dynamics—music can be louder and softer. Invite students to make a quiet sound with the quiet bird and a loud sound with the loud bird.

Now display slide 4, Fast and Slow. Tell students music can also be faster and slower. How fast or slow music goes is called **tempo**.

Invite students to pat their lap slowly, like a turtle. Then invite students to pat their lap fast, like a cheetah. Students may naturally get louder as they get faster. Help them focus on only changing the tempo of their rhythms.



Tracks 3, 8

Tell students you are going to play two songs they have heard before, and invite them to move around the classroom to the tempo of the songs. Distribute scarves for students to use as they move to the tempo of each song. Play “Fais dodo” and “A Ram Sam Sam,” tracks 8 and 3, respectively, of the Kindergarten Spotify Playlist. Ask, “Was ‘Fais dodo’ fast or slow? What about ‘A Ram Sam Sam’?” (*Answers may vary, but students should suggest “A Ram Sam Sam” was faster.*)

Making Music

Tell students that now, they will get to make music. Model how you want students to use each rhythm instrument in the classroom. Show them how to play a fast tempo and a slow tempo with the instruments.

Distribute one instrument per student and keep one for yourself. Invite students to **improvise** their own fast and slow rhythms with the classroom instruments. Say, “Play a rhythm that is fast like a cheetah!” and allow students to experiment with making fast sounds. Provide supportive and corrective feedback as students play their instruments. Say, “Play a rhythm that is slow like a turtle,” and allow students to experiment with making slow sounds. Again, provide supportive and corrective feedback.

Next, tell students they will get to play their instruments to “Fais dodo” and “A Ram Sam Sam.” Challenge students to match the tempo of each song.



Tracks 3, 8

Play “A Ram Sam Sam”, track 3 of the Kindergarten Spotify Playlist. Exaggerate your own movements with your instrument to match the tempo of the song so students can follow along. Provide supportive and corrective feedback as students play their instruments. Repeat the same process for “Fais dodo,” track 8 of the Playlist. Put away the classroom instruments.

Check for Understanding

Conclude the session by asking partners to take turns showing each other a slow tempo and a fast tempo by patting their knees. Invite students to perform their tempos for the class.

DAY 2: FASTER AND SLOWER



Slide 4

Introduce the lesson by displaying slide 4, Fast and Slow. Ask students to recall the last lesson, when they learned the word *tempo*. Ask students to use the word *tempo* as they answer the following questions: “What does the turtle do?” (*move at a slow tempo*) “What does the cheetah do?” (*move at a fast tempo*)

Tell students that you will play a game in which they will match the tempo you call out. When you call out “turtle,” they should move their bodies slowly. When you call out “cheetah,” they should move quickly. Demonstrate how to move your body slowly and quickly while standing in one place. You might run in place or shimmy your shoulders quickly. To move slowly, you might stretch your arms up or slowly march in place. Play a few rounds of the game, providing supportive and corrective feedback for students as they move slowly or quickly in response to your prompts.

Music in This Lesson

“London Bridge,” traditional



It is believed that the lyrics of this old English song refer to the actual destruction of London Bridge in the eleventh century CE by Vikings.

Background for Teacher

One tradition for singing the song is for two students to form London Bridge by holding their hands together in the air while the rest of the class walks under the raised arms, singing. At the end, on “My fair lady,” the bridge falls. The students making the bridge bring down their arms. Whoever is under the bridge replaces one of the students making the bridge. The song repeats.



Slide 5

Display slide 5, London Bridge. Explain that London is a city in England, and point to it on the world map. Point to your location as well so that students can see how far they are from London. Show the image of London Bridge.



Track 11

Play the song “London Bridge,” track 11 of the Kindergarten Spotify Playlist. Teach students the song lyrics by rote. Teach one phrase at a time before putting phrases together, and eventually the entire song. Please note that lyrics printed in this book may vary slightly from the song versions included in the CK Spotify Playlist. Preview each song to teach the lyrics to students.

“London Bridge”

*London Bridge is falling down,
Falling down, falling down.
London Bridge is falling down,
My fair lady.*

*Build it up with wood and clay,
Wood and clay, wood and clay.
Build it up with wood and clay,
My fair lady.*

*Wood and clay will wash away,
Wash away, wash away.
Wood and clay will wash away,
My fair lady.*

*London Bridge is falling down,
Falling down, falling down.
London Bridge is falling down,
My fair lady.*

*Build it up with iron and steel,
Iron and steel, iron and steel.
Build it up with iron and steel,
My fair lady.*

*Iron and steel will bend and bow,
Bend and bow, bend and bow.
Iron and steel will bend and bow,
My fair lady.*

*London Bridge is falling down,
Falling down, falling down.
London Bridge is falling down,
My fair lady.*

Then explain the game and ask for two volunteers to make a bridge. Have the other students form a line. Play the recording again, and have students play the game with the recording. Tell those who are walking to walk with the beat of the music. Pause the recording after each “My fair lady” so students can swap places.

SUPPORT—Clap your hands with the beat to help students walk to it.

Next, tell students that they will play the game again, this time singing without the recording. Start at a slow tempo. Have students walk slowly. Gradually sing the song faster, making sure students walk faster. Gradually slow the tempo again as students walk slower.

Teaching Idea



Tracks 10, 34

Have students listen and move to Edvard Grieg’s “In the Hall of the Mountain King,” track 10 of the Playlist. The music starts at a slow tempo and becomes faster. You may wish to revisit dynamics, as this piece becomes faster as well as louder. Have students move to the beat. Students can pretend to “fall asleep” for the slow, soft part and “wake up” and walk tall as the music gets louder and faster. Another option is for students to listen with their eyes closed. Ask them to raise their hands when they hear the tempo get faster and lower their hands when the tempo slows.

You can also do this activity with “March of the Toys,” track 34. Again, have students move responsively to the tempos they are hearing. After playing each piece, discuss with students how the tempo of the song changed.

After students have listened to the music, ask the following questions:

A MUSICIAN'S QUESTIONS

What is tempo?

- o Tempo is how fast or slow music goes.

How did we show changes in tempo in “London Bridge” when we played the game?

- o When we sang it slow, we slowed our movement. When we sang fast, we sped up.

Check for Understanding

Conclude the lesson by playing another round of the game the class played in the beginning of the lesson: When you say “cheetah,” they should move in place at a fast tempo. When you say “turtle,” they should move in place at a slow tempo. Invite student volunteers to call out “turtle” or “cheetah” and lead the game.

Unit 1 Lesson 8

MOVE TO THE MUSIC

TIME: 1 DAY

AT A GLANCE CHART

| Lesson | Activity | Materials |
|--------------|---|---|
| DAY 1 | Students will move responsively to “If You’re Happy and You Know It.” | <ul style="list-style-type: none">• Slide Deck slide 6, Feelings• Playlist<ul style="list-style-type: none">• Track 12, “If You’re Happy and You Know It”• Track 24, <i>Concerto de Aranjuez</i>, “Allegro con spirito” |

Lesson Objective

- Explore how emotion is reflected in music by moving responsively to it.

What Students Have Learned

In the last lesson, students learned about fast and slow tempos in music through games and movement.

Looking Back

Remind students of the Big Idea statement for this unit: *Music can be enjoyed through listening, singing, playing, dancing, improvising, and other kinds of participation.* Discuss with them how the activities they have participated in so far added to their understanding of the Big Idea.

Remind students that they have moved to show rhythm and tempo by walking and marching to the beat and by moving faster and slower. They have moved and played instruments in high and low pitches. They have moved their arms to show dynamics—how music gets louder and softer.

DAY 1: MOVE TO THE MUSIC



Slide 6

Display slide 6, Feelings. Introduce the lesson by telling students that music can express different emotions, or feelings. Ask students to share what they know about emotions. Ask, “What are some feelings? How do you show that emotion on your face or with your body?” (*Answers will vary.*) Read and act out the feelings on the slide—happy, sad, scared, relaxed, angry, excited, calm, and confused—as well as any other emotions named. Tell students they will listen to a song and move to express different emotions.

Music in This Lesson

“If You’re Happy and You Know It,” traditional



The song was written in the early twentieth century.



This song is a responsive movement game that also requires the students to be closely involved with the rhythm of the song. When the lyrics invite listeners to clap their hands, there is space in the music for exactly two claps to follow these lyrics, falling exactly on the steady beat.

Background for Teacher

The melody of this song provides the basis for another song, “There’s a Hole in the Bottom of the Sea.” This song also offers students a chance to invent their own verses.



Track 12

Play “If You’re Happy and You Know It,” track 12 of the Kindergarten Spotify Playlist.

Teach students the lyrics to “If You’re Happy and You Know It” by rote. Teach one phrase at a time before putting phrases together, and eventually the entire song. Please note that lyrics printed in this book may vary slightly from the song versions included in the CK Spotify Playlist. Preview each song to teach the lyrics to students.

“If You’re Happy and You Know It”

If you’re happy and you know it, clap your hands. (clap clap)
If you’re happy and you know it, clap your hands. (clap clap)
If you’re happy and you know it, then your face will surely show it.
If you’re happy and you know it, clap your hands. (clap clap)
If you’re happy and you know it, stomp your feet. (stomp stomp)
If you’re happy and you know it, stomp your feet. (stomp stomp)
If you’re happy and you know it, then your face will surely show it.
If you’re happy and you know it, stomp your feet. (stomp stomp)
If you’re happy and you know it, shout “Hurray!” (hoo-ray!)
If you’re happy and you know it, shout “Hurray!” (hoo-ray!)
If you’re happy and you know it, then your face will surely show it.
If you’re happy and you know it, shout “Hurray!” (hoo-ray!)
If you’re happy and you know it, do all three. (clap-clap, stomp-stomp, hoo-ray!)
If you’re happy and you know it, do all three. (clap-clap, stomp-stomp, hoo-ray!)
If you’re happy and you know it, then your face will surely show it.
If you’re happy and you know it, do all three. (clap-clap, stomp-stomp, hoo-ray!)

Once the students are comfortable with the basic verses of the song, introduce new actions to replace “clap your hands” (e.g., give a smile, jump around, wave your hands, nod your head, and so on). Have the whole class sing each suggestion and do the accompanying motion.

Next, have students name other emotions and tell what movement they would do—for example, “If you’re angry and you know it, stamp your feet,” or “If you’re sad and you know it, say ‘boo-hoo.’”

SUPPORT—Demonstrate how students can show the emotion on their faces and with their voices by exaggerating the emotion on your own face.

Ask students how they could change the tempo or dynamics to show the emotion. For example, to show *sad*, students could sing slower and with a softer voice. To show *angry*, they could sing with a loud voice.

Teaching Idea



Track 24

Play *Concierto de Aranjuez*, “Allegro con spirito,” track 24 of the Kindergarten Spotify Playlist. Have students listen and think about the emotions the music makes them feel. Invite students to share the emotions the music expresses and how they could move their bodies to show the emotions. Then play the piece again and have students move in some of the ways they discussed. Remind students that it is fine for each of us to have our own ideas about what emotions the music expresses and how to show those emotions through movement.

After students have listened to the music, ask the following questions:

A MUSICIAN’S QUESTIONS

How did you move to show different emotions?

- o Answers may include clapping and stomping, along with postures and facial expressions that show emotions.

How can music express different emotions?

- o Students may say that music can be louder, faster, softer, or slower or simply have a sad sound or a happy sound.

Why do you think it is important to express our emotions?

- o Students may say it helps others know how we are feeling or it is important not to hide your feelings but to show your feelings to express yourself.

Check for Understanding

Conclude the session by asking students to turn and tell a partner one thing they learned about music today. Invite a few students to share their ideas with the whole group.

Unit 1 Lesson 9

FORM: VERSE AND CHORUS

TIME: 1 DAY

AT A GLANCE CHART

| Lesson | Activity | Materials |
|--------------|--|---|
| DAY 1 | Students will learn the verse-chorus form of "Jingle Bells." | <ul style="list-style-type: none">• Slide Deck slide 7, "Jingle Bells"• Playlist track 13, "Jingle Bells"• Sleigh bells or jingle bells (1 per student) |

Lesson Objective

- Understand verse-and-chorus song form.

What Students Have Learned

In the last lesson, students moved responsively to "If You're Happy and You Know It" and explored how they can express and respond to emotions through music.

DAY 1: FORM: VERSE AND CHORUS

Introduce the lesson by telling students they are going to be learning about how music is structured, or built out of different parts. Ask, "What are the parts used to build a house?" (*Answers will vary.*) "What parts are used to make a word?" (*letters*) Tell students they will sing a song that is built out of two main parts: verses and a **chorus**. The verses have different words each time, while the chorus has the same words each time and repeats in intervals. Sometimes a chorus is also called a refrain. The verses and the chorus have different melodies. Explain that *verse and chorus* is the song's structure, or form. The chorus follows each verse in the song.

Music in This Lesson

“Jingle Bells”



The song was originally published in 1859 as “The One Horse Open Sleigh” by composer James Pierpont.



This song has a familiar, easy-to-sing refrain, or chorus, and two verses. In this recording, it begins and ends with the chorus.

Background for Teacher

“Jingle Bells” is often sung in the winter holiday season, though the lyrics are not about any holiday. The lyrics describe traditional winter activities associated with holiday gatherings long ago, such as riding over snow-covered ground in a horse-drawn sleigh. The jingle bells mentioned in the song would have been worn by the horse pulling the sleigh.



Track 13

Display slide 7, “Jingle Bells,” and teach students by rote the lyrics of the chorus, then the first verse. While additional verses are included in the version on the Spotify playlist, we recommend ending with the second chorus for Kindergartners. Invite students to sing along with the song, track 13 of the Kindergarten Spotify Playlist. Please note that lyrics printed in this book may vary slightly from the song versions included in the CK Spotify Playlist. Preview each song to teach the lyrics to students.



Slide 7

“Jingle Bells”

*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!*

*Oh! Jingle bells, jingle bells,
Jingle all the way.
Oh! What fun it is to ride
In a one-horse open sleigh. Hey!
Jingle bells, jingle bells,
Jingle all the way.
Oh! What fun it is to ride
In a one-horse open sleigh.*

SUPPORT—Point to the image of the sleigh near the lyrics. Tell students the words refer to an *open sleigh*. Explain that the sleigh bells would be tied to the horse so that when the horse moved, they would jingle.

Play the beginning of the song again to the end of the first chorus. Tell students this is called the *chorus*, and it is the same each time it is sung.

Then play the first verse, pausing afterward to point out the *first verse*. Ask, “What comes next?” (*the chorus*)

Pass out sleigh bells and tell students they can jingle them to the beat of the song as you play it one more time. Invite them to sing along and move to the music.

After students have listened to the music, ask the following questions:

A MUSICIAN'S QUESTIONS

What is a chorus?

- o A chorus is part of a song that you repeat with the same words each time.

What is a verse?

- o A verse is part of a song that has different words but the same tune when it is repeated.

How are the verses and chorus put together in the song?

- o The verses and chorus alternate—the chorus follows each verse.

Check for Understanding

Conclude the session by playing the song again, and have students raise their hands when they hear the first verse. Then ask students to sing the chorus of “Jingle Bells” together.

Unit 1 Lesson 10

FORM: SAME OR DIFFERENT PHRASES

TIME: 2 DAYS

AT A GLANCE CHART

| Lesson | Activity | Materials |
|--------------|--|--|
| DAY 1 | Students will listen for phrases that are the same and different in “This Little Light of Mine” and sing phrases that are the same and different in “Kumbaya” and “The Bear Went Over the Mountain.” | <ul style="list-style-type: none">• Slide Deck slide 8, Same or Different?• Online Resources “This Little Light of Mine” lyrics• Playlist<ul style="list-style-type: none">• Track 14, “This Little Light of Mine”• Track 15, “Kumbaya”• Track 16, “The Bear Went Over the Mountain”• Red and blue colored paper (1 of each per student) |

Advance Preparation

- Prior to the lesson, print a copy of slide 8, Same or Different? Cut the printout in half so one part has a pair of cats that are the same and the other part has a pair of cats that are different. Tape the images to opposite walls of the classroom where they can be seen by all students.

Lesson Objective

- Recognize when musical phrases are the same and when they are different.

What Students Have Learned

In the last lesson, students learned about musical form, or the way a piece of music is structured. They identified the verse-and-chorus form of “Jingle Bells.”

DAY 1: SAME AND DIFFERENT PHRASES

Introduce the lesson by explaining that another form for a piece of music is with repeating sections, or phrases. Today they will listen to a song that has phrases that sound the same or different.



Slide 8

Display slide 8, Same or Different? Invite students to share what they notice about the two pairs of cats. (*One pair is the same; the other pair is different.*) Invite students to notice the images that you have posted in the classroom. Ask students to point to the cats that are the same, then point to the cats that are different.

Say, “Let’s play a game. If I sing phrases that are the same, move to the side of the room with

the pair of cats that are the same. If I sing phrases that are different, move to the side of the room with the pair of cats that are different.” Sing two melodic phrases that are the same from “Jingle Bells,” using “la la la” instead of words.

Sing the two same phrases again, and have students echo them back to you. Have students stand up and move to the side of the room they vote for. Affirm that yes, the phrases were the same. Repeat the process with two different phrases from “Jingle Bells.” Provide guidance as needed.

Music in This Lesson

“This Little Light of Mine,” traditional



The lyrics to “This Little Light of Mine” may be based on a poem published in 1925 by Edward G. Ivins. The first known recording is from 1934.

Background for Teacher

This song is sometimes attributed to Harry Dixon Loes, who published an arrangement of the song in the 1940s; however, there is no evidence that he wrote it. It became an important freedom song of the Civil Rights Movement. It is also popular as a children’s song in many Christian traditions.



Track 14

Play the song “This Little Light of Mine,” track 14 of the Kindergarten Spotify Playlist. Tell students to listen for parts that repeat, or sound the same.



You may access the lyrics of “This Little Light of Mine” on the Internet. Use this link to download the Core Knowledge Music Online Resources, where the specific link to the lyrics may be found:

<https://www.coreknowledge.org/music/>

Teach students the lyrics by rote. Teach one phrase at a time before putting phrases together, and eventually the entire song. Then play the song again.

Ask students if the first two repetitions of “This little light of mine, I’m gonna let it shine” sound the same or different. (*They may say that they sound a little different.*)

Then play the third phrase. Ask students if they think it is the same as the first phrase (yes). Affirm that the first and third phrases of the song repeat, or sound the same.

Then play the final phrase, “Let it shine, let it shine, let it shine,” and ask students whether it is the same as or different from the other phrases. (*The final phrase is very different because both the melody and the words are different.*)

SUPPORT—To help students hear differences and similarities, sing the song together, without

the recording, and go slowly. You may wish to pause on or emphasize notes such as the second *This* to highlight the difference between the first and second phrases.

After students have investigated the music, ask the following questions:

A MUSICIAN'S QUESTIONS

What is a phrase in music?

- o A phrase is a small section, or chunk, of a song.

How could you tell that two phrases were the same?

- o They have the same melody.

Teaching Idea

Students may want to sing the entire song and make up their own lyrics to replace “This little light of mine.” If you have time, you may wish to have students sing the song and use the opportunity to review melody, high and low pitches, steady beat, and dynamics.

If time allows, continue by teaching one or more of the following songs that include repetition.

Music in This Lesson

“Kumbaya,” traditional



The original composer of this song is uncertain, but recorded versions date to the 1920s.

Background for Teacher

The word *kumbaya* is derived from the phrase “come by here” and comes from the Gullah language. The Gullah, or Gullah Geechee, are a culture of people descended from enslaved Africans who now live on the islands off the coast of South Carolina and Georgia. Gullah language contains elements of English and of West African languages. The lyrics of the song are a plea for God to come and help the singer.



Track 15

Teach students the word *kumbaya* and tell them it means “come by here.” Have them repeat it back to you. Then play the song “Kumbaya,” track 15 of the Kindergarten Spotify Playlist. Invite students to sway or sweep their arms back and forth as they listen.

Teach students the lyrics to “Kumbaya” by rote. Teach one phrase at a time before putting phrases together, and eventually the entire song. Please note that lyrics printed in this book may vary slightly from the song versions included in the CK Spotify Playlist. Preview each song to teach the lyrics to students.

“Kumbaya”

*Kum ba ya, my Lord, kum ba ya!
Kum ba ya, my Lord, kum ba ya!
Kum ba ya, my Lord, kum ba ya!
O Lord, kum ba ya.*

*Someone’s singing, Lord, kum ba ya!
Someone’s singing, Lord, kum ba ya!
Someone’s singing, Lord, kum ba ya!
O Lord, kum ba ya.*

*Someone’s crying, Lord, kum ba ya!
Someone’s crying, Lord, kum ba ya!
Someone’s crying, Lord, kum ba ya!
O Lord, kum ba ya.*

*Someone’s praying, Lord, kum ba ya!
Someone’s praying, Lord, kum ba ya!
Someone’s praying, Lord, kum ba ya!
O Lord, kum ba ya.*

Pause to discuss with students how the phrases of “Kumbaya” are the same and different. (Note that the structure of this song is similar to that of “This Little Light of Mine,” with the first and third phrases exactly the same, the second similar, and the fourth altogether different.)

Play the song again and invite students to sing along. Next, sing just the first phrase and have students repeat it. Then have them sing a different phrase.

Music in This Lesson

“The Bear Went Over the Mountain,” traditional



The melody of this song is a traditional tune from France, with its French lyrics traced back to 1709. The lyrics of “The Bear Went Over the Mountain” are a more recent American invention.

Background for Teacher

The melody of this song is also known by the lyrics “For He’s a Jolly Good Fellow,” and its original French lyrics were written about the Duke of Marlborough.



Track 16

Play the song “The Bear Went Over the Mountain,” track 16 of the Kindergarten Spotify Playlist. Invite students to walk or march as they listen.

Teach students the lyrics to the song by rote. Teach one phrase at a time before putting phrases together, and eventually the entire song. Please note that lyrics printed in this book may vary slightly from the song versions included in the CK Spotify Playlist. Preview each song to teach the lyrics to students.

“The Bear Went Over the Mountain”

*The bear went over the mountain,
The bear went over the mountain,
The bear went over the mountain,
To see what he could see.
And all that he could see,
And all that he could see,
Was the other side of the mountain.
The other side of the mountain,
The other side of the mountain,
Was all that he could see.*

*The bear went over the river,
The bear went over the river,
The bear went over the river,
To see what he could see.
And all that he could see,
Was the other side of the river.
The other side of the river,
The other side of the river,
Was all that he could see.*

As with the other songs in this lesson, take time to replay phrases, have students sing them, and ask students to compare them. Note that the only repeated phrase, with the same melody and lyrics, is “And all that he could see.” The other phrases are different.

SUPPORT—Hum the melody without the words to demonstrate that even though the first two phrases have the same lyrics, the melody is different.

After students have investigated the music, ask the following questions:

A MUSICIAN’S QUESTIONS

What was a repeated phrase, or a phrase that was the same, in “The Bear Went Over the Mountain”?

- o A repeated phrase was “And all that he could see.”

How do you sing phrases that are the same?

- o You sing all the same pitches and words and keep the same rhythm.

Check for Understanding

Distribute red and blue colored paper to each student. Red represents “same” and blue represents “different.” Conclude the session by singing the first phrase of “This Little Light of Mine.” Then sing a different phrase from the song. Ask students if it is the same as or different from the first. Students should hold up the corresponding paper after hearing the two phrases.

If time permits, you may do the same with “Kumbaya” or “The Bear Went Over the Mountain,” with either you or a volunteer singing the first phrase.

Unit 1 Lesson 11

FORM: CALL AND RESPONSE

TIME: 1 DAY

AT A GLANCE CHART

| Lesson | Activity | Materials |
|--------------|--|---|
| DAY 1 | Students will sing the call-and-response song "John the Rabbit." | <ul style="list-style-type: none">• Online Resources "John the Rabbit" lyrics• Playlist<ul style="list-style-type: none">• Track 17, "John the Rabbit"• Track 50, "A-Ticket, A-Tasket"• Slide Deck slide 9, Call and Response |

Lesson Objective

- Explore call-and-response form in music.

What Students Have Learned

In the last few lessons, students have been learning about different song forms. They learned about verse-chorus form, and they have learned about songs built out of phrases that are the same and different.

DAY 1: FORM: CALL AND RESPONSE



Slide 9

Introduce the lesson by telling students they will learn about a new form today, referred to as call and response. In this form, some phrases are the *call*, and they are answered with another phrase, the *response*.

Display slide 9, Call and Response. Point to the picture of the mother bird. Say, "She's singing a call to her babies." Ask, "What will they do now?" (*sing back to her*)

Teach students a simple call-and-response pattern to practice, such as "macaroni and cheese" / "everybody freeze," or use calls and responses the students in your school are already familiar with. Invite different students to be the "caller" as the class responds.

Music in This Lesson

“John the Rabbit,” traditional



This song is a traditional folk song from Black American culture.



This song has a simple, repetitive melody and a rhythm that lends itself to clapping along or dancing. The *call* is melodic and narrative, while the *response* is made up of two words on the same pitch, sung rhythmically.

Background for Teacher

Call-and-response songs developed in Africa and came to the Americas with enslaved Africans. Over time, the call-and-response form became part of many work songs and spirituals, and it influenced the musical genres that grew out of Black culture, such as blues and jazz.



Track 17

Play the song “John the Rabbit,” track 17 of the Kindergarten Spotify Playlist. After students listen to it once, ask them what they noticed. Ask, “Were there any parts that repeated?” (*The words “Yes, ma’am” repeated.*) Explain that each line of the song has a call and then the response “Yes, ma’am,” with occasional variations.



You may access the lyrics of “John the Rabbit” on the Internet. Use this link to download the Core Knowledge Music Online Resources, where the specific link to the lyrics may be found:

<https://www.coreknowledge.org/music/>

Teach students the lyrics to the song by rote. Teach one phrase at a time before putting phrases together, and eventually the entire song.

Invite students to sing the response as they hear the song again. Encourage students to sway or dance along to the beat of the song as they listen and sing.

SUPPORT—Clap your hands as you sing “Yes, ma’am,” with students to emphasize how these words fit into the rhythm of the song.

Point out that the words of the song tell a story. Ask students to explain what is happening in the story. (*A rabbit is eating vegetables from someone’s garden.*) Say the words *potatoes* and *tomatoes*, and ask students what they notice about the words. (*They rhyme.*) Ask, “Are there any other rhyming words in the song?” (*fall and all, rabbit and habit*)

Next, call on volunteers to sing the response one at a time with the recording. Have volunteers line up so that each can respond to the call one after the other. You may wish to point to a volunteer as you cue them for their turn to respond.

Teaching Idea



Track 50

Reinforce understanding of call and response by having students listen to “A-Tisket, A-Tasket,” track 50 of the Kindergarten Spotify Playlist, to hear the call and response between Ella Fitzgerald and the other singers. The call and response begins at 1:38.

After students have listened to the music, ask the following questions:

A MUSICIAN’S QUESTIONS

What is a call-and-response song?

- o A call-and-response song has a call sung by one person or group and a response sung by a second person or group.

What part of the song “John the Rabbit” is the response?

- o The response is “Yes, ma’am.”

Check for Understanding

Conclude the session by asking students what kind of song form they learned about today. Give students a few minutes to talk to a partner about their favorite part of the lesson. Invite a few students to share their ideas with the whole group.

Unit 1 Lesson 12

PLAYING WITH MUSIC

TIME: 3 DAYS

AT A GLANCE CHART

| Lesson | Activity | Materials |
|--------------|--|--|
| DAY 1 | Students will sing and play a game to “Go In and Out the Window.” | <ul style="list-style-type: none">• Playlist track 18, “Go In and Out the Window”• Chart paper or whiteboard and markers (for teacher use) |
| DAY 2 | Students will sing and play a game to “Here We Go Round the Mulberry Bush.” | <ul style="list-style-type: none">• Playlist track 19, “Here We Go Round the Mulberry Bush”• Chart paper or whiteboard and markers (for teacher use) |
| DAY 3 | Students will sing and play a game to “Old McDonald Had a Farm” and “The Wheels on the Bus.” | <ul style="list-style-type: none">• Online Resources “The Wheels on the Bus” lyrics• Playlist<ul style="list-style-type: none">• Track 20, “Old MacDonalD Had a Farm”• Track 21, “The Wheels on the Bus”• Chart paper or whiteboard and markers (for teacher use) |

Lesson Objective

- Sing songs and play games that go along with the music.

What Students Have Learned

Remind students that in the last lesson, they learned about the form of music called call and response, which they listened to and sang.

Looking Back

Remind students of the Big Idea statement for this unit: *Music can be enjoyed through listening, singing, playing, dancing, improvising, and other kinds of participation.* Discuss with them how the activities they have participated in so far added to their understanding of the Big Idea.

Review melody, pitch, harmony, steady beat, dynamics, and tempo by having volunteers either explain or demonstrate these elements of music.

DAY 1: “GO IN AND OUT THE WINDOW”

Introduce the lesson by telling students that in a previous lesson, they played a game to the song “London Bridge.” Today, they will play another game with a song.

Music in This Lesson

“Go In and Out the Window,” traditional



Versions of this tune, sometimes with the title “Go Round and Round the Village,” date to the late 1800s.

Background for Teacher

To play the game, the class stands in a circle holding hands. Everyone raises their hands in the air to form the “windows.” As the class sings the song, one student weaves in and out of the circle through all of the “windows.” At the end of the verse, the student taps one of the other students in the circle, and they exchange places.



Track 18

Play the song “Go In and Out the Window,” track 18 of the Kindergarten Spotify Playlist.

Teach students the lyrics by rote. Teach one phrase at a time before putting phrases together, and eventually the entire song. Invite students to sing along as you play it again. Please note that lyrics printed in this book may vary slightly from the song versions included in the CK Spotify Playlist. Preview each song to teach the lyrics to students.

“Go In and Out the Window”

*Go in and out the window,
Go in and out the window,
Go in and out the window,
As we have done before.*

Once they have learned the song, explain the game. Have them form a circle. Choose one student to begin going “in and out the window.” Repeat until everyone has had a chance.

SUPPORT—For accessibility, give students options for participation that meet a variety of physical needs. Options may include circling around the outside or inside of the circle instead of weaving in and out of students.

After students have investigated the music, ask the following questions:

A MUSICIAN’S QUESTIONS

Would this game be as much fun if we did not sing a song as we played? Why do you think so?

- o Students may say the song makes the game more fun or it is fun to sing and move around.

What phrases did you hear that were different in the song?

- o Students may say “go in and out the window” and “as fast as you can go” are different phrases. They may also note that the first and second lines are different phrases because they have different melodies, though the words are the same.

Activity

Say, “Let’s make up our own lyrics to ‘Go In and Out the Window.’ We could say ‘Go round and round the classroom,’ ‘Go tiptoe down the hallway,’ or ‘Skip around the playground.’ Turn and talk about your own ideas with a partner.” Have students talk for a few minutes, and then ask them to share with the class. Write student ideas on chart paper or a whiteboard.

Check for Understanding

Conclude the session by inviting students to act out some of the suggestions as you sing the melody of the song with their new lyrics.

DAY 2: “HERE WE GO ROUND THE MULBERRY BUSH”

Introduce this part of the lesson by reminding students that in the last part, they played a game to the song “Go In and Out the Window.” Today, they will play along with music by acting out things they hear in a song.

Music in This Lesson

“Here We Go Round the Mulberry Bush,” traditional



The earliest version of this rhyme was recorded by James Orchard Halliwell in the nineteenth century.

Background for Teacher

It’s not clear what the lyrics have to do with a mulberry bush (which also appears in some versions of “Pop! Goes the Weasel”), but the rest of the song describes a variety of self-care tasks. Students can be asked to act out each task as it is named.



Play the song “Here We Go Round the Mulberry Bush,” track 19 of the Kindergarten Spotify Playlist.

Track 19

SUPPORT—Model acting out the actions in the song so students can follow.

Teach students the lyrics by rote. Teach one phrase at a time before putting phrases together, and eventually the entire song. Please note that lyrics printed in this book may vary slightly from the song versions included in the CK Spotify Playlist. Preview each song to teach the lyrics to students.

Invite students to sing along with the recording and act out the actions mentioned in the song.

“Here We Go Round the Mulberry Bush”

*Here we go round the mulberry bush,
The mulberry bush, the mulberry bush.
Here we go round the mulberry bush
On a cold and frosty morning.*

*This is the way we wash our face,
Wash our face, wash our face.
This is the way we wash our face
On a cold and frosty morning.*

*This is the way we comb our hair,
Comb our hair, comb our hair.
This is the way we comb our hair
On a cold and frosty morning.*

*This is the way we brush our teeth,
Brush our teeth, brush our teeth.
This is the way we brush our teeth
On a cold and frosty morning.*

*This is the way we put on our clothes,
Put on our clothes, put on our clothes.
This is the way we put on our clothes
On a cold and frosty morning.*

*Here we go round the mulberry bush,
The mulberry bush, the mulberry bush.
Here we go round the mulberry bush
On a cold and frosty morning.*

After students have investigated the music, ask the following questions:

A MUSICIAN’S QUESTIONS

What did you hear in the song that was the same? What was different?

- o The melody was the same, but the words were different each time it was sung.

How would you describe the tempo, or how fast or slow, the song is going?

- o The tempo is a little fast.

Activity

Say, “This song is about some of the things we do to get ready in the morning. What else do you do to get ready in the morning?” Invite students to share their ideas, and write them on a whiteboard or chart paper. Have the class brainstorm a movement for each idea. Practice doing the movements while singing the new verses of the song.

Check for Understanding

Conclude the session by having students sing and move to the class’s new version of the song.

DAY 3: ACT IT OUT

Introduce this part of the lesson by reminding students that they have been playing along with music. Tell students that today, they are going to have fun with two more songs.

Music in This Lesson

“Old MacDonald Had a Farm,” traditional



The melody of “Old MacDonald Had a Farm” may originally be derived from a nineteenth century spiritual, but with these lyrics, it has become one of the most famous of all American children’s songs.

Background for Teacher

In this song, students imitate the sounds of each named animal, which changes each time the song is repeated.



Track 20

Play the song “Old MacDonald Had a Farm,” track 20 of the Kindergarten Spotify Playlist.

Teach students the lyrics by rote. Teach one phrase at a time before putting phrases together, and eventually the entire song. Please note that lyrics printed in this book may vary slightly from the song versions included in the CK Spotify Playlist. Preview each song to teach the lyrics to students.

“Old MacDonald Had a Farm”

*Old MacDonald had a farm, E-I-E-I-O
And on his farm he had some cows, E-I-E-I-O
With a “moo, moo” here and a “moo, moo”
there
Here a “moo,” there a “moo”
Everywhere a “moo, moo”
Old MacDonald had a farm, E-I-E-I-O.*

*Old MacDonald had a farm, E-I-E-I-O
And on his farm he had some ducks, E-I-E-I-O
With a “quack, quack” here and a “quack,
quack” there
Here a “quack,” there a “quack”
Everywhere a “quack, quack”
Old MacDonald had a farm, E-I-E-I-O.*

*Old MacDonald had a farm, E-I-E-I-O
And on his farm he had some pigs, E-I-E-I-O
With a “snort, snort” here and a “snort, snort”
there
Here a “snort,” there a “snort”
Everywhere a “snort, snort”
Old MacDonald had a farm, E-I-E-I-O.*

*Old MacDonald had a farm, E-I-E-I-O
And on his farm he had a dog, E-I-E-I-O
With a “woof, woof” here and a “woof, woof”
there
Here a “woof,” there a “woof”
Everywhere a “woof, woof”
Old MacDonald had a farm, E-I-E-I-O.*

*Old MacDonald had a farm, E-I-E-I-O
And on his farm he had some sheep, E-I-E-I-O
With a “baa, baa,” here and a “baa, baa” there
Here a “baa,” there a “baa”
Everywhere a “baa, baa”
Old MacDonald had a farm, E-I-E-I-O.*

Invite students to sing along and act out the animals on the farm as they sing the sounds those animals make. Next, have students suggest additional animals and their sounds. Make a list on a whiteboard or chart paper with words and pictures for students to see. Sing the song as a group, without the recording, and fill in the animals and appropriate animal sounds from the list. Point to the animals on the board or chart paper as you go.

Music in This Lesson

“The Wheels on the Bus”



This song was written by Verna Hills. It was published in 1939.

Background for Teacher

Like “Here We Go Round the Mulberry Bush,” “The Wheels on the Bus” gives students a chance to act out something different for each verse, making the motion of the wheels, the wipers, the doors, and anything else that you choose to put on the bus.



You may access the lyrics of “The Wheels on the Bus” on the Internet. Use this link to download the Core Knowledge Music Online Resources, where the specific link to the lyrics may be found:

<https://www.coreknowledge.org/music/>



Play the song “The Wheels on the Bus,” track 21 of the Kindergarten Spotify Playlist. Teach students the lyrics to the song by rote. Teach one phrase at a time before putting phrases together, and eventually the entire song.

Track 21

Encourage students to sing along with the recording, following along with the motions that go with the lyrics as you lead them. Then extend the song with students’ ideas. Ask students what else you might find on a bus and what sounds and actions you would use to show the ideas. Sing the new verses with the new movements.

SUPPORT—Suggest a few silly things on a bus, and have students choose from them or come up with their own.

Teaching Idea

The melodies of “The Wheels on the Bus” and “Here We Go Round the Mulberry Bush” are variants of one another. You may wish to challenge students by humming one song and having them guess the name. Then hum the other song and have students guess again. Discuss similarities. Demonstrate the similarity between the two melodies by singing them one after another.

After students have investigated the music, ask the following questions:

A MUSICIAN'S QUESTIONS

What did you like best about acting out the songs?

- o Students may say acting out the songs is fun or they liked coming up with silly ideas to add to the songs.

Check for Understanding

Conclude the lesson by asking students to turn and talk about how music and playing go together. Invite students to share their ideas with the class.

Unit 1 Lesson 13

IMPROVISATION

TIME: 1 DAY

AT A GLANCE CHART

| Lesson | Activity | Materials |
|--------------|---|--|
| DAY 1 | Students will improvise as they sing and play the songs “All Around the Kitchen” and “Little Johnny Brown.” | <ul style="list-style-type: none">• Online Resources<ul style="list-style-type: none">• “All Around the Kitchen” lyrics• “Little Johnny Brown” lyrics• “Homemade Kazoo” web page from Science World• Playlist<ul style="list-style-type: none">• Track 22, “All Around the Kitchen”• Track 23, “Little Johnny Brown”• Classroom instruments such as drums, rhythm sticks, triangles, or xylophones (1 per student or small group)• Kazoo supplies (optional; 1 of each per student)<ul style="list-style-type: none">• Paper towel or toilet paper tubes• Pens• Rubber bands• Waxed paper squares (to cover the tube opening) |

Lesson Objective

- Learn about musical improvisation and explore how to improvise.

What Students Have Learned

Students have learned about the basic components of music, including melody and rhythm. They have moved in different ways to respond to music.

DAY 1: IMPROVISATION

Introduce the lesson by telling students they can use what they have learned about music so far to improvise their own music. Explain that *improvising* means making up something on the spot.

Music in This Lesson

“All Around the Kitchen,” traditional



American folk musician Pete Seeger recorded this song for his 1953 album *American Folk Songs for Children*.



You may access the lyrics of “All Around the Kitchen” on the Internet. Use this link to download the Core Knowledge Music Online Resources, where the specific link to the lyrics may be found:

<https://www.coreknowledge.org/music/>



Track 22

Play the song “All Around the Kitchen,” track 22 of the Kindergarten Spotify Playlist. Encourage students to move like a rooster as they first listen to this song and do any other movements (put hands in the air, shake hands, clap, wiggle) that they hear mentioned.

As you listen to the song with students, call attention to the words *cock-a-doodle-doodle-doo*. Explain that there are lots of different ways to make a sound like a rooster. Ask a few students to show a different way they would crow like a rooster. Play the song again, and invite students to use their own rooster crow instead of *cock-a-doodle-doodle-doo*. At 1:47 in the recording, suggest students sing, crow, or clap any way they would like until the end of the song. Compliment them for improvising.

Teaching Idea

This song can be sung as a call-and-response song with “cock-a-doodle-doodle-doo” as the response. Have students say “cock-a-doodle-doodle-doo” with the recording.

Music in This Lesson

“Little Johnny Brown”



This song is a traditional Black American folk song from the Gullah culture on the islands of Georgia and South Carolina.



Track 23

Play the song “Little Johnny Brown,” track 23 of the Kindergarten Spotify Playlist. Pause after the children on the recording come in, and point out that this is another call-and-response song.



You may access the lyrics of “Little Johnny Brown” on the Internet. The lyrics for this song appear on page 5 of the liner notes to the album. Use this link to download the Core Knowledge Music Online Resources, where the specific link to the lyrics may be found:

<https://www.coreknowledge.org/music/>

Teach students the lyrics by rote. Teach one phrase at a time before putting phrases together, and eventually the entire song.

Invite students to sing with the children on the recording. After listening, ask students what instruments the children were playing (*kazoos*). Start the song again at 2:52 in the recording, and point out that everyone is singing, playing kazoos, and clapping. Invite students to sing, hum, or clap with the music. Tell them to experiment with what sounds good.

SUPPORT—Give students who are reluctant to improvise a rhythm to clap, or have them hum the melody of the song.

After students have listened to the music, ask the following questions:

A MUSICIAN'S QUESTIONS

What is improvisation?

- o Improvisation is when you make up your own music.

How did you improvise in this lesson?

- o Students may say they hummed, clapped, sang, or crowed like a rooster to improvise.

Teaching Idea



Access the “Homemade Kazoo” web page from Science World for instructions on how to create a kazoo. Have students create simple kazoos out of cardboard rolls, waxed paper, and a rubber band. Invite students to use their kazoos to play along with “Little Johnny Brown.”

Use this link to download the Core Knowledge Music Online Resources, where the specific link to the instructions may be found:

<https://www.coreknowledge.org/music/>

Activity

Set out instruments, such as xylophones, triangles, rhythm sticks, drums, or the kazoos students made. Show students how to play each instrument in a gentle way. Say, “Improvise a rhythm by clapping your hands.” Improvise a quiet melody by humming. Say, “Take turns improvising a melody on one of the instruments set out.” Guide and assist students as needed as they take turns and improvise.

Check for Understanding

Conclude the session by asking students to turn and talk to a partner about their experience improvising and what they liked best about it. Invite pairs to share their ideas with the group.

Unit 1 Lesson 14

UNIT 1 ASSESSMENT

TIME: 1 DAY

AT A GLANCE CHART

| Lesson | Activity | Materials |
|--------------|---|--|
| DAY 1 | Students will review main ideas from the unit and demonstrate understanding of the elements of music. | <ul style="list-style-type: none">• Playlist track 17, “John the Rabbit”• Xylophone or piano (1 for teacher use)• Chart paper or whiteboard and markers (for teacher use) |

Lesson Objective

- Assess student mastery of content presented in Unit 1.

Preparation for Assessment

Prior to teaching this lesson, you should take time to review your notes regarding student understanding and achievement of the lesson objectives. Focus on the needs of your students and choose those objectives and activities that best meet their needs.

Review

Review with students the main ideas from each lesson in Unit 1:

- The elements of music include rhythm, melody, harmony, form, and dynamics.
- A steady beat is the foundation of rhythm and can be felt even when it is not heard.
- Some beats have accents (stress).
- Sounds can have high pitch or low pitch.
- When two pitches are sounded at the same time, harmony is created.
- Music has dynamics, or louder and softer sounds.
- Music can be played at faster and slower tempos, or paces.
- Body movement and music often go together.
- Some songs have verses and a chorus, and others have call and response.
- Musical phrasing is an important part of musical expression.
- Many children’s songs are used to support play.
- Musicians can use their knowledge of the elements of music to improvise.

Revisit the Big Idea of this unit: *Music can be enjoyed through listening, singing, playing, dancing, improvising, and other kinds of participation.* Discuss with students the activities they participated in this unit that involved listening, singing, playing, dancing, and improvising.

Assessment

Select an instrument, such as a xylophone, to use to demonstrate playing low and high pitches to prepare for the last part of the activity.

Say, “We’re going to sing ‘Twinkle, Twinkle, Little Star’ with dynamics. We will first sing the song soft. Then we will sing the song loud.” Sing the song soft and loud with students.

Say, “We’re going to sing ‘Row, Row, Row Your Boat.’ I want you to row your boat with a steady beat.” Lead students in singing, and watch for them to pantomime rowing their boat to the steady beat.

Say, “Now we’re going to sing and row at a faster tempo.” Lead students in singing, and watch for them to pantomime rowing their boat at a faster tempo.



Say, “We’re going to listen to ‘John the Rabbit.’ I want you to listen to the *call* and sing the *response* in this song.” Play “John the Rabbit,” track 17 of the Kindergarten Spotify Playlist. Watch for students to join in the response.

Track 17

Say, “Listen while I play. Now stand up, close your eyes, and listen carefully! When I play a low pitch, keep your eyes closed and put your hands on your toes. When I play a high pitch, keep your eyes closed and raise both of your hands high up in the air.” Play a high pitch, then a low pitch.

You may also choose to use one or more of the following activities to assess students’ understanding and encourage them to explore the musical ideas they learned in the unit:

- o Play a game in which individual students respond to a musical stimulus and answer questions such as “Which pitch was higher?” or “Which sound was louder?” When a series of notes are played twice, once fast and once more slowly, students should be able to say which was played faster.
- o Ask students to sing songs they have learned, imitate simple clapping patterns, and learn basic movements to be performed to music.
- o Review some of the songs students listened to and have sung in this unit. Ask them which ones they liked best and why.
- o Encourage students to make up movements or motions to any songs that did not already have them.
- o Make connections between poems, including nursery rhymes, and the song lyrics students learned. Point out the rhythm of words in a poem such as “Jack Be Nimble” (CKLA Unit 1 Lesson 3), and note that poems, similar to songs, have rhythm. Point out rhyming words in the song lyrics that students sang.
- o You may also make connections between numbered notes and the math concept of counting (CKMath Unit 2 Lesson 2). Have students count the steady beats during a short musical selection.

Additional Recommended Resources

Consider using the following trade books that discuss the elements of music for students:

- Feierabend, John M., adapter. *Had a Little Rooster*. Illustrated by Jaime-Lynn Morrow. Chicago: GIA Publications, 2020.
- Feierabend, John M., adapter. *My Aunt Came Back*. Illustrated by Melanie Champagne. Chicago: GIA Publications, 2018.
- Marka, Marin. *Here Come the High Notes*. Illustrated by Alexandra Tatu. Lebanon, NH: FableNotes, 2022.
- Marka, Marin. *Look Out for Low Notes*. Illustrated by Alexandra Tatu. Lebanon, NH: FableNotes, 2022.
- Munsch, Robert. *Mortimer*. Illustrated by Michael Martchenko. Toronto: Annick Press, 2022.
- Weber, Vicky. *The Song Garden*. Illustrated by Zoe Mellors. Trunk Up Books, 2020.

Consider using the following resources for teachers and parents:

- Emerson, Sally, comp. *The Kingfisher Nursery Rhyme Songbook: With Easy Music to Play for Piano and Guitar*. Illustrated by Moira Maclean and Colin Maclean. London, U.K. Kingfisher, 2001.
- Manning, Jane. *My First Songs*. New York: HarperFestival, 1998.
- Orozco, José-Luis. *“De Colores” and Other Latin-American Folk Songs for Children*. Illustrated by Elisa Kleven. New York: Puffin Books, 1999.

Instruments and Music

Big Idea Hearing different kinds of music often and repeatedly helps develop listening skills and an understanding of music.

Unit Introduction and Pacing Guide

This introduction includes the background information needed to teach the *Instruments and Music* unit. In this unit, you will introduce several instruments, including the guitar, piano, trumpet, flute, violin, and drum. You will help students understand that each instrument has its own timbre and its own way of producing sound, and you will guide them to identify the instruments by sight and sound. You will also introduce them to several musical pieces to hear these instruments, solo and in large ensembles, and revisit some of the elements of music they exhibit. Students will learn about instruments through hands-on experiences and reflect on the music they have listened to.

This unit contains eleven lessons, split across fourteen class days. There will be a half-day Looking Back review on Day 7 and an assessment on Day 14. Each day will require a total of forty-five minutes. The teaching days can occur at a cadence that makes sense for your classroom. Many teachers may have one time per week set aside for music. In that case, you may teach the Day 1 lesson in the first week and then continue on to Day 2 the following week.

| Day | Lesson |
|-----|------------------|
| 1 | Lesson 1 Guitar |
| 2 | Lesson 2 Piano |
| 3 | Lesson 3 Trumpet |
| 4 | Lesson 4 Flute |
| 5 | Lesson 5 Violin |
| 6 | Lesson 6 Drum |

| Day | Lesson |
|-------|---|
| 7–8 | Lesson 7 Instrumental Music: <i>Peer Gynt</i> * |
| 9 | Lesson 8 "March of the Toys" |
| 10–12 | Lesson 9 <i>Carnival of the Animals</i> |
| 13 | Lesson 10 "A-Tisket A-Tasket" |
| 14 | Lesson 11 Unit 2 Assessment |
| | |

* Looking Back

What Students Need to Learn

In this unit, students will:

- Participate in listening and hands-on activities to learn about the guitar, piano, trumpet, flute, violin, and drum;
- Explain timbre and describe the timbre of several instruments;
- Listen to music that features different instruments;
- Move responsively to music by marching and dancing;
- Describe how the elements of music, including tempo, rhythm, melody, and dynamics, are present in instrumental music;

- Describe how music expresses emotion;
- Describe how music can evoke imagery and/or a narrative;
- Learn about the human voice as an instrument; and
- Reflect on music through drawing.

What Students Will Learn in Future Grades

In future grades, students will review and extend their learning about listening to music, developing more nuanced knowledge and skills.

Grade 1

- Unit 2: *Composers and the Orchestra*
 - o Know that a composer is someone who writes music, and become familiar with important composers.
 - o Become familiar with the families of instruments in the orchestra—strings, brass, woodwinds, percussion—and know that the leader of an orchestra is called the conductor.
- Unit 3: *Music Can Tell a Story*
 - o Opera combines music, singing, and acting.
 - o Ballet combines music and movement, often to tell a story.
 - o Jazz is a kind of music that developed in America, with African and Black American roots, and jazz musicians improvise.

Vocabulary

drum, n. a percussion instrument played with the hands or with sticks (86)

Example: We played a steady beat on the drum.

flute, n. a small woodwind instrument often made of silver (80)

Example: The flute played a high-pitched sound.

guitar, n. a string instrument often used to accompany singing (71)

Example: The song leader strummed the guitar gently.

piano, n. a large keyboard instrument (74)

Example: If you want to play the piano, you must practice!

timbre, n. the distinctive quality of sound or flavor of a certain musical instrument or voice (71)

Example: The flute can have a breathy timbre.

trumpet, n. a brass instrument (77)

Example: Nate played the trumpet in the marching band.

violin, n. a string instrument played with a bow (83)

Example: The child played a very small violin.

Cross-Curricular Connections

This unit contains the following connections to other strands of the Core Knowledge Curriculum. To enhance your students' understanding of the content and its context and to enrich their understanding of these related subjects, please consult the following Core Knowledge materials:

| |
|---|
| CK History and Geography (CKHG) |
| Grade 1 Unit 8: <i>From Colonies to Independence</i> <ul style="list-style-type: none">Chapter 9: "Washington, D.C., and American Symbols" |
| CK Math (CKMath) |
| Grade K Unit 2: <i>Numbers 1–10</i> |
| CK Science (CKSci) |
| Grade K Unit 2: <i>Needs of Plants and Animals</i> <ul style="list-style-type: none">Chapter 3: "Animals and Their Needs" Grade 1 Unit 2: <i>Plant and Animal Survival</i> <ul style="list-style-type: none">Chapter 7: "Animals Are Alike and Different" |
| CK Visual Arts (CKVA) |
| Grade K Unit 2: <i>Elements of Art: Line</i> |

See the Core Knowledge website at <https://www.coreknowledge.org/download-free-curriculum/> to download these free resources, or find direct links to the units in the Online Resources.

Most Important Ideas

The most important ideas in Unit 2 are as follows:

- The guitar is a string instrument played by strumming, plucking, or picking the strings.
- The piano produces sound when keys are pressed, causing small hammers to hit strings inside the instrument.
- The trumpet is a brass instrument played by buzzing the lips into the mouthpiece.
- The flute is a woodwind instrument played by blowing over a hole in its side.
- The violin is a string instrument played by drawing a bow across the strings or plucking them.
- Drums are percussion instruments played by striking a surface that is stretched across a cylinder.
- Music can express emotions.
- Music can evoke imagery or tell a story.
- The elements of music, such as dynamics, rhythm, tempo, and melody, help express emotion and tell a story.
- The human voice can be used as an instrument to create music.

What Teachers Need to Know

There are many different musical instruments, each with its own unique sound, or timbre. The nature of the timbre that an instrument produces is determined by the way the instrument is constructed and the way it is performed. Each musical instrument is generally assigned to one of four basic instrument families depending on the way it produces sound: woodwind, brass, string, or percussion. Learning to recognize an instrument means being able to identify its sound, its appearance, and the method by which it is played. This year, students will be introduced to six of the most familiar instruments and listen to pieces that feature them. They will also listen to vocal music and consider the human voice as a musical instrument.

Unit 2 Lesson 1

GUITAR

TIME: 1 DAY

AT A GLANCE CHART

| Lesson | Activity | Materials |
|--------------|--|--|
| DAY 1 | Students will learn about the guitar and learn to recognize its sound. | <ul style="list-style-type: none">• Online Resources<ul style="list-style-type: none">• “String Instruments” web page from Classics for Kids• “Kid Musician: Mexico’s Guitar Town” video from PBS LearningMedia• “DIY: Cereal Box Guitar” web page from the New Children’s Museum• Playlist tracks 24–26, <i>Concierto de Aranjuez</i>, “Allegro con spirito,” “Adagio,” and “Allegro gentile”• Teacher Guide page 112, Student Activity Page 2: Guitar (copies for all students)• Chart paper and markers (for teacher use)• Crayons (1 set per student)• Guitar (optional; 1 for teacher use)• Cereal box guitar supplies (optional)<ul style="list-style-type: none">• Cereal boxes (1 per student)• Paper towel tubes (1 per student)• Rubber bands (4 per student)• Masking tape• Scissors or utility knife (1 for adult use)• Stickers |

Lesson Objective

- Recognize a guitar by sight and sound.

What Students Have Learned

In the last unit, students learned about the fundamental components of music, including rhythm, melody, harmony, dynamics, form, and tempo. They sang and responded to music.

DAY 1: GUITAR

Introduce the lesson by telling students that they will learn about instruments musicians use to create music. Ask, “What are some instruments you know about?” (*Answers will vary.*) “What kinds of sounds do they make?” (*Answers will vary.*) Tell students that the first instrument they will learn more about is the **guitar**, a stringed instrument.



Display the “String Instruments” web page and scroll down to the Guitar section.

Ask students to share what they notice about the instrument. (*Students may see the strings, the wooden body, the head, or the neck.*)

Click on the example to play the sound of the guitar.

Use this link to download the Core Knowledge Music Online Resources, where the specific link to the web page may be found:

<https://www.coreknowledge.org/music/>

Lead a brief discussion about the sound of a guitar. Explain that an instrument’s **timbre** (/tam*bur/) is the quality of the sound it makes. We often use words such as *warm, relaxed, shrill, harsh, sharp* to describe timbre. Ask, “How would you describe the sound you just heard the guitar make?” (*Answers may vary; students may say relaxed or warm.*)

SUPPORT—Begin a Timbre Word List on chart paper with the descriptions of the guitar sounds that students suggest. Refer to the list and add to it throughout the unit.

If possible, show students a folk or classical guitar. Explain that a guitar is held in the arms and played by pressing down on the strings with one hand while strumming with the other hand. Play each open string. Explain that when you strum the strings, you make them vibrate, or move back and forth quickly, which makes the sound we hear. Have students listen to the different pitches of each string and see the strings vibrating. Point out that the strings are different thicknesses, with the thinnest string making the highest pitch, as you play each string again.

Then explain that making a string shorter will also make the pitch higher. Demonstrate by playing an open string and then pressing the string down and playing the string again. Show students how you have made the length of the string shorter by where you are pressing down the string. Show them how the part of the string that vibrates is shorter than when you played the open string. Offer students the chance to play the strings of the guitar and change the pitch by pressing on the strings

Teaching Idea



Play the “Kid Musician: Mexico’s Guitar Town” video from PBS LearningMedia for the class while calling individual students to have a turn playing the strings of the guitar.

Use this link to download the Core Knowledge Music Online Resources, where the specific link to the video may be found:

<https://www.coreknowledge.org/music/>

Students may have learned about *lines* in Core Knowledge Visual Arts (CKVA). Help students make a connection to what they have learned about lines in instruments. In Unit 2, Lesson 2, of Kindergarten CKVA, students investigated artworks depicting the samisen and the banjo. They considered what lines the artists used to draw the instruments. Ask, “What kind of lines do you see in the guitar?” (*straight, curved*) “What other instruments have you studied with lines in art class?” (*the samisen, the banjo*)

Music in This Lesson

Concierto de Aranjuez, Joaquín Rodrigo



This piece was composed in 1939.



This piece is a concerto for classical guitar and orchestra, in three movements: (1) “Allegro con spirito,” (2) “Adagio,” and (3) “Allegro gentile.” A concerto is a piece composed for a solo instrument or multiple solo instruments, accompanied by orchestra.

Background for Teacher

Spanish composer Joaquín Rodrigo lost his sight as a complication of diphtheria when he was three years old. He composed his pieces in Braille.



Tracks 24–26

Invite students to sit comfortably, close their eyes, place their hands in their laps, and listen to the music. Play the first movement of the piece, track 24 of the Kindergarten Spotify Playlist. Pause when the guitar begins at twenty-six seconds. Have students open their eyes. Explain that the instrument playing is a guitar. Then play more of the piece.

Ask students to name other instruments they may hear. (*Answers may vary.*) Play about half a minute or so of the second and third movements, tracks 25 and 26. Point out when the guitar is playing alone and when other instruments are also playing.

After students have listened to the music, ask the following questions:

A MUSICIAN’S QUESTIONS

How can people change the pitch on a guitar string?

- o Pressing down on a string and playing it makes a higher sound than playing the string without pressing down on it. Tightening a string also makes the pitch higher.

Activity



AP 2

Distribute crayons and copies of Activity Page 2, Guitar. Play any part of *Concierto de Aranjuez*, and tell students to point to the guitar on the page. Have students listen to the music and close their eyes. Ask how they feel the guitar in the recording sounds. Ask them what the guitar sounds remind them of.

Continue playing the music, and tell students to draw in the box anything that they can imagine while listening to the music. Guide students as necessary, helping them identify how they think the guitar sounds. Have students share their thoughts and pictures. Collect the Activity Pages and crayons.

Teaching Idea



Guide students in creating guitar-like instruments from cereal boxes and rubber bands. Follow the instructions provided by the New Children's Museum. Note that you will need to prepare for this project by cutting holes in each cereal box before class. Allow time for students to decorate, play, and experiment with their instruments.

Check for Understanding

Conclude the session by asking students to turn and tell a partner one thing they learned about the guitar today. Invite a few students to share their ideas with the whole group.

Unit 2 Lesson 2

PIANO

TIME: 1 DAY

AT A GLANCE CHART

| Lesson | Activity | Materials |
|--------------|---|--|
| DAY 1 | Students will learn about the piano and learn to recognize its sound. | <ul style="list-style-type: none">• Online Resources<ul style="list-style-type: none">• “Keyboard Instruments” web page from Classics for Kids• “Playful Piano” video from <i>Musical Discoveries with the PSO</i>• “Piano Science” video from <i>Curious Crew</i>• Playlist track 27, Prelude in C-sharp Minor, op. 3, no. 2• Teacher Guide page 113, Student Activity Page 3: Piano (copies for all students)• Piano (for teacher use)• Crayons (1 set per student) |

Lesson Objective

- Recognize a piano by sight and sound.

What Students Have Learned

In the last lesson, students learned how a guitar makes sound and how it sounds. They learned that an instrument’s *timbre* is the quality of the sound it makes.

DAY 1: PIANO

Introduce the lesson by telling students that they will get to know another instrument with strings, where some of the strings may be hidden—the **piano**.



Display the “Keyboard Instruments” web page, and scroll down to the Piano section. Ask students to describe what they see in the image of the piano. Click on the example to play the sound of the piano. Then show a clip of the “Playful Piano” video from *Musical Discoveries with the PSO*. Play the video from 4:40 to 6:11, when the pianist performs Piano Sonata No. 12 in F Major by Mozart.

Use this link to download the Core Knowledge Music Online Resources, where the specific links to the web page and video may be found:

<https://www.coreknowledge.org/music/>

Lead a brief discussion about the sound of a piano. Remind students that an instrument’s *timbre* is the quality of the sound it makes. Ask, “How would you describe the sound you just heard the piano make?” (*Answers may vary; students may say clear or soft.*)

SUPPORT—If you began a Timbre Word List, add students’ suggestions to the list, such as *clear* and *soft*, along with *strong*, *bright*, *warm*, and *dark*. Read the words aloud while pointing to them. Discuss the words on the list and play examples on the piano to illustrate.

If available, show students a piano. Explain that you play a piano by pressing on the keys. If you have an acoustic piano, remove the front board or open the top for students to watch as you play and discuss. Play high and low pitches. Demonstrate how the piano keys move from low to high pitches as you move from left to right on the keyboard. Point to the hammers. Explain that each key is connected to a hammer inside the piano that hits one or more strings. Show how when a hammer strikes a string, it vibrates, just like on a guitar. Then play individual keys, and have students listen to their pitches.

Teaching Idea

If time allows, give students a chance to improvise pitches on the piano. You can have two students take a turn at once, one playing high and one playing low. Have students who are waiting their turn observe how the black keys are grouped on the keyboard in groups of two and three.

Play a few simple chords on the piano to demonstrate that a musician can play multiple pitches at a time on the piano, creating rich harmonies. Add a few notes to build more complex chords, both consonant and dissonant. Invite interested students to experiment similarly.

Teaching Idea



If no piano is available, show a clip from the “Piano Science” video from *Curious Crew* about how the piano functions (8:10–8:51). Use this link to download the Core Knowledge Music Online Resources, where the specific link to the video may be found:

<https://www.coreknowledge.org/music/>

Music in This Lesson

Prelude in C-sharp Minor, op. 3, no. 2, Sergei Rachmaninoff



This piece was first performed in September 1892.



The music has an ABA form. The piece begins calmly yet ominously, with dark chords reminiscent of bells tolling. The B section is more agitated, followed by a return to the first theme, which is now more emotional.

Background for Teacher

Russian composer Sergei Rachmaninoff wrote this piece at age eighteen as one of five in a collection titled *Morceaux de fantaisie*, and he performed it himself as part of his first public concert after graduating from the Moscow Conservatory.



Track 27

Tell students they will listen to a piece played on a piano. Invite students to prepare to listen: sit comfortably, close their eyes, and place their hands in their laps. Play the first theme of Prelude in C-sharp Minor, track 27 of the Kindergarten Spotify Playlist. Pause at 1:47.

Have students open their eyes. Ask, “What feelings did the music express?” (*Answers may vary, but students may say it was angry or intense.*) “How did the music tell a story?” (*Answers may vary, but students may say it was somebody having a bad day or was about something spooky.*)

Then play the next theme of the piece, until about 2:23. Pause to discuss what feelings or stories this part suggests.

Play and discuss the remainder of the piece, pointing out that it has the same melody as the beginning section, but it is faster.

After students have listened to the music, ask the following questions:

A MUSICIAN’S QUESTIONS

How is a piano similar to a guitar? How is it different?

- o Both instruments have strings that vibrate to make sound, but the way to make the strings vibrate is different between the piano and the guitar.

Activity



AP 3

Distribute crayons and copies of Activity Page 3, Piano. Play Prelude in C-sharp Minor, *track 27* of the Playlist, and tell students to point to the piano on the page. Have students listen to the music and close their eyes. Ask how the piano in the recording sounds to them. Ask them what the piano sounds remind them of.



Track 27

Continue playing the music, and tell students to draw in the box anything that they imagine while listening to the music. Tell them to draw what the music sounds like. Guide students as necessary, helping them identify how the music makes them feel. After students have finished, have them share their drawings. Collect the Activity Pages and crayons.

Check for Understanding

Conclude the session by asking for volunteers to describe what happens inside a piano to make sound. Ask others to share their favorite things about the piano.

Unit 2 Lesson 3

TRUMPET

TIME: 1 DAY

AT A GLANCE CHART

| Lesson | Activity | Materials |
|--------------|---|--|
| DAY 1 | Students will learn about the trumpet and learn to recognize its sound. | <ul style="list-style-type: none">• Online Resources<ul style="list-style-type: none">• “Brass Instruments” web page from Classics for Kids• “Triumphant Trumpet” video from <i>Musical Discoveries with the PSO</i>• Playlist track 28, <i>Aida</i>, “Grand March”• Teacher Guide page 114, Student Activity Page 4: Trumpet (copies for all students)• World map or globe• Crayons (1 set per student) |

Lesson Objective

- Recognize a trumpet by sight and sound.

What Students Have Learned

In the last lesson, students learned how a piano makes sound and how it sounds. They continued to describe the timbre of instrument sounds.

DAY 1: TRUMPET

Introduce the lesson by telling students that they will learn about another instrument, the **trumpet**. Unlike a guitar or piano, a trumpet does not have strings. It makes sound a completely different way!



Display the “Brass Instruments” web page and scroll down to the Trumpet section.

Ask students to share what they notice about the instrument. (*Students may see the golden color, the mouthpiece, or the three valves.*)

Click on the example to play the sound of the trumpet. Use this link to download the Core Knowledge Music Online Resources, where the specific link to the web page may be found:

<https://www.coreknowledge.org/music/>

Ask, “How would you describe the sound you just heard the trumpet make?” (*Answers may vary; students may say loud or powerful.*)

SUPPORT—If you began a Timbre Word List, add students’ suggestions. Read each word on the list aloud while pointing to it.

Explain that a trumpet is a brass instrument. It is made of metal, and you play it by pressing your lips together at one end of the instrument and “buzzing” your lips into the instrument. This makes the air in the trumpet vibrate.

SUPPORT—Help students understand that all sound is caused by vibration by having them gently place their palms on their throats as they hum to feel their vocal cords vibrate.

Demonstrate how trumpet players buzz their lips to make a sound. Say “mm” with your lips, make the corners of your mouth firm, and keep your chin flat. Then push air from your lips, making a buzzing sound. Have students try to imitate you. This may be quite a challenge! Encourage students to try more than once and work through the frustration.

Explain that trumpet players do something similar to get their trumpets to vibrate. Tell students that trumpet players can play different pitches on a trumpet by pressing buttons called *valves*. This changes the length of the metal tube, similar to the way changing the length of a string on a guitar creates different pitches. Trumpet players can also change how strongly they push air into the instrument to change the pitch.

Teaching Idea



You may wish to show students a video clip of trumpet players demonstrating how to create vibration on a trumpet. Play the “Triumphant Trumpet” video from *Musical Discoveries with the PSO*. Cue the video to play a clip from 8:19 to 8:57.

Use this link to download the Core Knowledge Music Online Resources, where the specific link to the video may be found:

<https://www.coreknowledge.org/music/>

Music in This Lesson

Aida, “Grand March,” Giuseppe Verdi



This opera was first performed in Cairo, Egypt, in 1871.

Background for Teacher

Italian composer Giuseppe Verdi’s opera *Aida* is set in Egypt, and “Grand March” is the piece played as the Egyptian army returns from battle, having triumphed in the war.



Tell students they will listen to a piece called “Grand March” that features trumpets. On a world map or globe, point out Italy, where Verdi is from, and Egypt, where the opera takes place. Explain that an opera is a play that has been set entirely to music.

Page 28

Invite students to prepare to listen: sit comfortably, close their eyes, and place their hands in their laps. Play the first twenty-six seconds of “Grand March” from *Aida*, track 28 of the

Kindergarten Spotify Playlist. After twenty-six seconds, pause the music and have students open their eyes.

Ask students what they noticed about the music. Ask, “How did the music make you want to move?” (*Answers may vary.*) “How could you move to show its steady beat?” (*Answers may vary.*) “How did the music make you feel?” (*Answers may vary.*) Then invite students to get up and march to the steady beat of the music as you play the rest of the piece.

After students have listened to the music, ask the following questions:

A MUSICIAN’S QUESTIONS

What feelings did the trumpet music seem to express?

- o Students may say it expressed being proud or happy.

What have you learned so far about how instruments make sound?

- o Instruments vibrate to make sound.

Activity



AP 4

Distribute crayons and copies of Activity Page 4, Trumpet. Play a few seconds of “Grand March” from *Aida*, track 28 of the Playlist, and ask students to point to the trumpet on the page. Have them choose three colors from their crayons that they feel match the music. Then have students listen to the music and close their eyes. Ask what the trumpet sounds remind them of.



Track 28

Continue playing the music, and tell students to draw in the box anything that they can imagine while listening to the music. If the trumpet sounds bold and heroic, for example, the students could draw a hero or a brave animal. Tell students to draw what the music sounds like. Then play the rest of the piece as students use just their three chosen colors to color the page. After they are finished, have them put their crayons away.

Check for Understanding

Conclude the session by having students share and discuss their Activity Page with a partner and explain why they chose their three colors.

Unit 2 Lesson 4

FLUTE

TIME: 1 DAY

AT A GLANCE CHART

| Lesson | Activity | Materials |
|--------------|---|--|
| DAY 1 | Students will learn about the flute and learn to recognize its sound. | <ul style="list-style-type: none">• Online Resources “Woodwind Instruments” web page from Classics for Kids• Playlist<ul style="list-style-type: none">• Track 29, “Prelude to the Afternoon of a Faun”• Track 53, <i>Peter and the Wolf</i>, “The Bird”• Teacher Guide page 115, Student Activity Page 5: Flute (copies for all students)• Plastic bottles with narrow tops (1 per student)• World map or globe• Crayons (1 set per student) |

Lesson Objective

- Recognize a flute by sight and sound.

What Students Have Learned

In the last lesson, students learned how a trumpet sounds and how to make that sound. They continued to describe the timbre of instrument sounds.

DAY 1: FLUTE

Introduce the lesson by asking students to name the instruments they have learned about and what they remember about how each one makes sound (*guitar, piano, and trumpet*). Invite students to use hand motions and “play” each instrument. Tell students that today, they will learn about the **flute**. Explain that like a trumpet, musicians play a flute using their breath.



Display the “Woodwind Instruments” web page and scroll down to the Flute section.

Ask students to share what they notice about the instrument. (*Students may see the silver color, the keys, or the mouthpiece on top of the instrument.*)

Click on the example to play the sound of the flute. Use this link to download the Core Knowledge Music Online Resources, where the specific link to the web page may be found:

<https://www.coreknowledge.org/music/>

Remind students that *timbre* is the quality of sound an instrument makes. Ask, “How would you describe the timbre of the flute we just heard?” (*Answers may vary; students may say airy or sweet.*)

SUPPORT—Add student suggestions for the timbre of the flute to your Timbre Word List if you have been keeping one.

Explain that a flute is a woodwind instrument, and flute players produce sound by holding the flute horizontally in front of their mouths and blowing air across a hole in the side of the flute. Use a plastic bottle with a narrow opening to demonstrate how to make a sound by blowing across the opening. Invite a student volunteer to feel the way the bottle vibrates when you do this.

Teaching Idea

Collect enough bottles so that the whole class can have a chance to make a flute sound by blowing across the opening. Making a sound may be challenging for many students. Encourage students to persevere and share their tips for success!

Tell students that there are holes, or openings, along the flute. Flute players play different pitches by pressing keys on top of different holes to open and close them. Each key is like a tiny lid.

Music in This Lesson

“Prelude to the Afternoon of a Faun,” Claude Debussy



This piece was composed in 1894.

Background for Teacher

This piece is a symphonic (or tone) poem, a composition inspired by an idea or story. Debussy wrote this piece to evoke the poem “Afternoon of a Faun” by French poet Stéphane Mallarmé.



Track 29

Tell students they will listen to a piece called “Prelude to the Afternoon of a Faun” by Claude Debussy, which begins with a flute. On a world map or globe, point out France, where Claude Debussy is from. Then point out where students live to help them visualize the distance between the different locations.

Remind students that they have been practicing how to prepare to listen to music. Invite them to do so. Guide students to sit comfortably, close their eyes, and place their hands in their laps as needed. Play the first twenty seconds of “Prelude to the Afternoon of a Faun” by Claude Debussy, track 29 of the Kindergarten Spotify Playlist.

Pause after twenty seconds and have students open their eyes. Tell students that the instrument they heard was a flute. Ask what they noticed about the music.

Ask, “Did the music have a melody? Could you sing it?” (*Answers may vary.*) Then invite students to listen to more of the piece. Mention they will hear various other instruments along with the flute, often playing the same or a similar melody. Ask what other instruments they hear. (*Answers may vary.*) Then ask students to raise their hands when they hear the flute clearly again (for example, at 1:53).

Finally, explain that this piece is meant to sound like a story. Have students continue to listen to the recording and consider what story they think the music is telling.

After students have listened to the music, ask the following questions:

A MUSICIAN’S QUESTIONS

What feelings did the flute music seem to express?

- o Students may say it expressed being calm and then surprised.

What did you imagine was happening in the story the music was telling?

- o Answers may vary, but students may say that it told a story about slowly waking up and then having an adventure or going on a walk.

Teaching Idea



Track 53

Play *Peter and the Wolf*, “The Bird,” by Sergei Prokofiev, track 53 of the Kindergarten Spotify Playlist, and discuss how the timbre of the flute compares to the timbre of the flute in “Prelude to the Afternoon of a Faun.”

Activity



Track 29

Distribute crayons and copies of Activity Page 5, Flute. Tell students to choose three colors from their crayons that they feel match the music. Play “Prelude to the Afternoon of a Faun” and have students color what they hear, making lines, squiggles, or pictures. Have them color the flute and the space around the flute, or even a visual representation of what the music coming out of the flute sounds like. Invite students to briefly share what they drew.



AP 5

Check for Understanding

Conclude the session by naming the instruments students have learned about in this unit so far and inviting students to pretend to play them.

Unit 2 Lesson 5

VIOLIN

TIME: 1 DAY

AT A GLANCE CHART

| Lesson | Activity | Materials |
|--------------|--|---|
| DAY 1 | Students will learn about the violin and learn to recognize its sound. | <ul style="list-style-type: none">• Online Resources “Meet the Violin” video from PBS LearningMedia• Playlist<ul style="list-style-type: none">• Track 24, <i>Concierto de Aranjuez</i>, “Allegro con spirito”• Track 30, <i>24 Caprices</i>, op. 1, no. 5, Caprice No. 5 in A Minor• Track 52, <i>Peter and the Wolf</i>, “The Story Begins”• Teacher Guide page 116, Student Activity Page 6: Violin (copies for all students)• Violin and bow (optional; for teacher use)• World map or globe• Crayons (1 set per student) |

Lesson Objective

- Recognize a violin by sight and sound.

What Students Have Learned

In the last lesson, students learned how a flute player plays a flute and simulated it by blowing air across the opening of a bottle. They also described what a flute sounds like.

DAY 1: VIOLIN

Introduce the lesson by reminding students of the different types of instruments they have learned about. Ask, “Which instruments have strings?” (*guitar, piano*) “Which instruments do musicians use their breath to play?” (*flute, trumpet*) Tell students they will learn about another instrument with strings, called the **violin**.

Explain that a violin is a string instrument, with four strings making four different pitches. A violin player holds the violin sideways, between the chin and the left shoulder.

Like the guitar, the violin is played by using the left hand to press down on the strings, shortening the strings to create higher pitches. Instead of strumming with the right hand, the

player moves a bow across the strings, creating a long, smooth sound. Violin players can also pluck the strings with their fingers, making short sounds that sound like water drops falling into a lake.

If a violin is available, you may wish to demonstrate as you describe the violin and how it makes sound.



If no violin is available, show students the video “Meet the Violin” from PBS LearningMedia. Use this link to download the Core Knowledge Music Online Resources, where the specific link to the video may be found:

<https://www.coreknowledge.org/music/>

Have a brief discussion about the sound of a violin and its timbre. Ask, “How would you describe the sound you just heard the violins make?” (*Answers may vary.*) Tell students that a violin player can affect the timbre of the sound by moving the bow different ways. Tell students that moving the bow faster and pressing it down on the string are ways to make a stronger sound. Invite students to demonstrate moving a pretend bow quickly and then slowly across a pretend violin.

SUPPORT—If you began a Timbre Word List, add students’ suggestions about the violin.

Music in This Lesson

24 Caprices, op. 1, no. 5, Caprice No. 5 in A Minor, Niccolò Paganini



The twenty-four caprices were composed between 1801 and 1807.

Background for Teacher

This piece is one of twenty-four caprices in a collection by Italian composer and violinist Niccolò Paganini. The word *caprice* refers to a sudden or unpredictable change. Paganini was a virtuoso with a unique technique, and many of his pieces were meant to show off his skill and dramatic style. Composers often composed caprices—lively pieces that showcase a player’s technical skill and musicianship—to display a musician’s talent.



Track 30

Tell students they will listen to a piece played on violin: *24 Caprices*, op. 1, no. 5, Caprice No. 5 in A Minor, by Niccolò Paganini from Italy. Point to Italy on a world map or globe for students to see. Then invite students to close their eyes and prepare to listen with their hands resting lightly on their laps. Tell them to listen for a melody that goes up and down in pitch.

Play the first fifteen seconds of Caprice No. 5 in A Minor by Paganini, track 30 of the Kindergarten Spotify Playlist. Pause the recording after fifteen seconds and have students open their eyes.

Ask what they noticed about the music. Ask, “What tempos did you hear? Were the sounds loud or soft? What else did you hear in this music?” (*Answers will vary.*) Then invite students to listen to the rest of the piece. Encourage them to flutter their fingers like a scampering mouse or move their arms to conduct.

After students have listened to the music, ask the following questions:

A MUSICIAN’S QUESTIONS

What feelings did the violin music seem to express?

- o Students may say it expressed being excited or nervous.

What did you imagine was happening in the story the music was telling?

- o Answers may vary. Students may say that it sounded like a small animal gathering food.

Teaching Idea



Track 52

Play *Peter and the Wolf*, “The Story Begins,” by Sergei Prokofiev, track 52 of the Kindergarten Spotify Playlist, and discuss how the sound of several violins playing together compares with the solo violin of the caprice.

Activity



AP 6

Distribute crayons and copies of Activity Page 6, Violin. Tell students that there are two instruments on the page, a violin and a guitar. Ask them to circle the violin.



Tracks 24, 30

SUPPORT—Guide students to describe similarities and differences between the violin and the guitar by having them count the number of strings on each instrument.

- Have students point to the violin as you play a few seconds of the Paganini caprice, track 30, that students listened to in the lesson.
- Have them point to the guitar as you play a few seconds of *Concierto de Aranjuez*, 1. “Allegro con spirito,” track 24.
- Ask, “How are the violin and guitar similar?” (*Answers may vary. Students may say the violin and guitar are both string instruments or they both have long necks.*)
- Ask, “How are they different?” (*Answers may vary. Students may say they have different shapes, sizes, and numbers of strings.*)

Invite students to color inside the picture frame as they listen to Paganini’s caprice, track 30, again. Have students listen to the music and close their eyes. Ask how they feel the violin in the recording sounds. Ask them what the violin sounds remind them of. Tell students to draw what the music sounds like. After students are finished, have them put their crayons away.

Check for Understanding

Conclude the session by having students share and discuss their Activity Page with a partner. Have a few students share something they learned about the violin today.

Unit 2 Lesson 6

DRUM

TIME: 1 DAY

AT A GLANCE CHART

| Lesson | Activity | Materials |
|--------------|---|--|
| DAY 1 | Students will learn about drums and learn to recognize their sound. | <ul style="list-style-type: none">• Online Resources “Percussion Instruments” web page from Classics for Kids• Playlist<ul style="list-style-type: none">• Track 31, <i>Also sprach Zarathustra</i>, op. 30, no. 1, “Sonnenaufgang”• Track 32, “The Stars and Stripes Forever”• Teacher Guide page 117, Student Activity Page 7: Drum (copies for all students)• Hand drums (1 per student or small group)• World map or globe• Crayons (1 set per student) |

Lesson Objective

- Recognize drums by sight and sound.

What Students Have Learned

In the last lesson, students learned about the violin. They compared the violin to what they previously learned about another string instrument, the guitar.

DAY 1: DRUM

Introduce the lesson by telling students they will learn one more instrument in this unit. The instrument makes up a whole group of instruments called **drums**. Explain that drums are instruments with a surface stretched tight over a hollow cylinder, or tube. Players strike the surface, either with their hands or with sticks, causing the drum to vibrate and create sound. Drums come in many sizes and shapes and can create many different sounds. Drums are played all over the globe and are the oldest instrument we know of.

If possible, use a real drum to demonstrate as you describe drums and how they make sound. Invite students to take turns playing the drums and feeling the vibrations.



Display the “Percussion Instruments” web page and scroll down to introduce students to drums from around the world, including the djembe, hand drum, snare drum, and tabla.

Ask students to share what they notice about each of the drums. (*Students may see the surfaces or the drumsticks.*)

Click on the examples to play the sounds of the drums. Use this link to download the Core Knowledge Music Online Resources, where the specific link to the web page may be found:

<https://www.coreknowledge.org/music/>

Have a brief discussion about the sound of the drums you listened to and their timbre.

Ask, “How would you describe the sounds you just heard drums make?” (*Answers may vary.*)

SUPPORT—If you began a Timbre Word List, add student suggestions for the drums.

Music in This Lesson

Also sprach Zarathustra, op. 30, no. 1, “Sonnenaufgang,” Richard Strauss



This piece was composed in 1896.

Background for Teacher

This piece is by German composer Richard Strauss. It is a tone poem meant to suggest the works of philosopher Friedrich Nietzsche. It was famously used as part of the soundtrack to Stanley Kubrick’s *2001: A Space Odyssey*.



Tell students they will listen to a piece, *Also sprach Zarathustra* (Thus spoke Zarathustra), op. 30, no. 1, “Sonnenaufgang” (Sunrise), by Richard Strauss. On a world map or globe, point out Germany, where Strauss is from.

Track 31

Note that the piece they will hear is played by an orchestra—an ensemble made up of string instruments, wind instruments, and percussion.

Play “Sonnenaufgang,” track 31 of the Kindergarten Spotify Playlist. Have students raise their hands when they hear drums. Affirm students as they go.

Then invite students to listen to the first thirty-six seconds again. Invite them to prepare to listen, guiding them as necessary. Ask students to notice the dynamics, or how loud or soft the music is.

Pause after thirty-six seconds and have students open their eyes. Ask, “How would you describe the dynamics of this piece?” (*Students may note that the piece begins softly and gets louder.*)

SUPPORT—As you listen to the first thirty-six seconds of the recording, have students show *soft* by crouching low and growing taller as the dynamics get louder. Model movement for students.

Music in This Lesson

“The Stars and Stripes Forever,” John Philip Sousa



This piece was composed in 1896.

Background for Teacher

This piece by John Philip Sousa is a staple for marching bands. It grew in popularity around the Spanish-American War for its ability to evoke patriotic emotions.



Track 32

Tell students they will listen to another piece featuring drums, “The Stars and Stripes Forever” by John Philip Sousa. Because this is a march, invite students to march around the room as they listen to it. Have them notice how the drums help keep the steady beat.

SUPPORT—Play the piece starting at 00:35 and listen for the drums.

After students have listened to the music, ask the following questions:

A MUSICIAN’S QUESTIONS

What story did the first piece, “Sonnenaufgang,” seem to tell?

- o Students may say the first piece told a story about discovering something.

How did the drums help you keep a steady beat in “The Stars and Stripes Forever”?

- o Students may say they listened to the drums and marched with the beat of the drum.

Teaching Idea

Play rhythms on a drum, and have students play drums, or play their tabletops or desktops as drums, to repeat each rhythm. Invite one student at a time to make up a rhythm and have the class echo it back to them.

Activity



AP 7



Tracks 31–32

Distribute crayons and copies of Activity Page 7, Drum. Tell students the instruments at the top of the page are all different types of drums. Have them point to the drum played with sticks, the image at the center. Ask, “What do people use to play this drum?” (*They use sticks.*) “What do you think people use to play the other two kinds of drums at the top of this page?” (*People play the other drums with their hands.*) Then play either of the recordings students listened to in the lesson, and invite students to draw themselves playing the big drum and color all the drums.

Check for Understanding

Conclude the session by having students turn and tell a partner something they like about drums. Call on volunteers to share with the class.

Unit 2 Lesson 7

INSTRUMENTAL MUSIC: *PEER GYNT*

TIME: 2 DAYS

AT A GLANCE CHART

| Lesson | Activity | Materials |
|--------------|--|---|
| DAY 1 | Students will listen to and reflect on “Morning Mood” from the <i>Peer Gynt</i> suite by Edvard Grieg. | <ul style="list-style-type: none">• Playlist track 33, <i>Peer Gynt</i>, “Morning Mood”• World map or globe• Blank drawing paper (1 sheet per student)• Crayons (1 set per student) |
| DAY 2 | Students will listen to and reflect on “In the Hall of the Mountain King” from the <i>Peer Gynt</i> suite by Edvard Grieg. | <ul style="list-style-type: none">• Playlist track 10, <i>Peer Gynt</i>, “In the Hall of the Mountain King”• Blank drawing paper (1 sheet per student)• Crayons (1 set per student) |

Lesson Objective

- Describe the effects of dynamics and tempo on a piece of instrumental music and what the music evokes in the listener.

What Students Have Learned

In the first six lessons of this unit, students learned how several instruments make sound, and they described the quality of sound produced by those instruments.

DAY 1: “MORNING MOOD”

Introduce the lesson by reminding students that they have been listening to music played by many different instruments. They will continue to listen to instrumental music, or music without voices singing.

Looking Back



Remind students of the Big Idea statement for this unit: *Hearing different kinds of music often and repeatedly helps develop listening skills and an understanding of music.* Review the instruments students learned about in the first six lessons: guitar, piano, trumpet, flute, violin, and drums. Make a game for students in which you play a few seconds of the musical selections from these lessons again in random order and have students identify the instrument or instruments being played.

Music in This Lesson

Peer Gynt, “Morning Mood,” Edvard Grieg



The *Peer Gynt* suite was written in 1876 to accompany Henrik Ibsen’s play *Peer Gynt*, which opened on February 24, 1876.



This piece begins quietly and grows, becoming both louder and higher as the melody moves between the flute and oboe. As more instruments join, the piece reaches a high point and then becomes more peaceful again.

Background for Teacher

Peer Gynt follows the many adventures of the young Peer Gynt, who leaves home and travels the world. “Morning Mood” illustrated a lush morning scene on the coast of Africa.



Track 33

Tell students they will listen to “Morning Mood” from *Peer Gynt* by Edvard Grieg. Note that “Morning Mood” is a piece that may sound familiar to them from earlier in the year. Tell students the composer, Evard Grieg, is from Norway, and show the class where Norway is located on a world map or globe.

Invite students to prepare to listen. Ask them to listen for how the piece uses dynamics and tempo, reminding them that dynamics are how loud or soft the music is, and tempo is the speed of the music.

Play “Morning Mood,” track 33 of the Kindergarten Spotify Playlist. Have students open their eyes. Ask what they noticed about the music’s dynamics and tempo. (*The dynamics go from soft to loud to soft, and the tempo goes from slow to fast to slow.*)

Ask the following questions: “How can you tell that ‘Morning Mood’ is about a morning scene? Can you hear a sunrise? Does any part of the music make you think of a sunrise? Birds singing? What about the music creates these images?” (*Answers may vary. Students may note that the music gets louder and higher the way the sun does in the sky, making the sky brighter.*) Then tell students you will play the piece a second time, and they should listen to the instruments. After students listen, have them identify instruments they heard.

SUPPORT—Pause the music at points when a familiar instrument can be heard clearly, and ask students to identify the instrument.

After students have listened to the music, ask the following questions:

A MUSICIAN’S QUESTIONS

What words would you use to describe the music you heard today?

- o Students may say the music is peaceful or that it grows louder and more exciting.

How would you describe a story the music seemed to tell?

- o Students may say a story about waking up and feeling excited about the day.

Reflection Activity



Distribute crayons and drawing paper. Ask, “What did the music today make you feel or think about? Draw your ideas or feelings.” Then play “Morning Mood” as students draw.

Check for Understanding

Conclude the session by having students turn and tell a partner how the music they heard today made them feel. Invite volunteers to share their thoughts with the class.

DAY 2: “IN THE HALL OF THE MOUNTAIN KING”

Introduce the lesson by reminding students that they listened to Edvard Grieg’s “Morning Mood” from *Peer Gynt*, the music for a story about a boy on an adventure, in the last lesson. Now they will listen to another instrumental piece of music from *Peer Gynt*, called “In the Hall of the Mountain King.”

Music in This Lesson

Peer Gynt, “In the Hall of the Mountain King,” Edvard Grieg



This piece begins quietly and grows, becoming louder and higher as different instruments echo the main theme. The music grows and builds to a wild finish.

Background for Teacher

This music accompanies a scene in which Peer is in the underground kingdom of the trolls. The Troll King agrees to let troll-imps chase Peer, and they chase him through gloomy tunnels as Peer tries to escape, finding every exit too small. Peer becomes desperate as the trolls almost catch him. Suddenly, the trolls hear bells in the distance, become frightened, and run away.



Tell students they will listen to another piece of music from *Peer Gynt* they may have heard before: “In the Hall of the Mountain King.” Share the part of the story that this music accompanies.

Track 10

Invite students to prepare to listen. Ask them to listen for how the piece uses dynamics and tempo. Play the piece, track 10 of the Kindergarten Spotify Playlist.

Have students open their eyes. Ask, “What did you notice about the music’s dynamics and tempo?” (*The dynamics go from soft to loud to soft, and the tempo goes from slow to fast to very fast.*) Ask, “Why does this music sound frightening? Does it sound like chasing? Why?” (*Students may note that the way the tempo gets faster and faster and the way the music gets louder make it sound like a frightening chase.*)

Then tell students you will play the piece a second time, and they should focus their listening on the instruments. After students listen, ask them to identify instruments they heard.

SUPPORT—Review that *dynamics* in music refer to how the music gets louder and quieter, and *tempo* refers to how fast or slow the music is.

Teaching Idea

Invite students to practice making loud, quiet, fast, and slow sounds after listening to “In the Hall of the Mountain King.” Have students say these lines to the melody, which fit with its rhythm: “This is such a scary place. It’s so dark! It’s so cold! This is such a scary place. I don’t know where I am. Should I find another place? Should I go? Should I stay? And if I should go away, who knows what I’ll find there?” Encourage students to end with a silent scream at the end.

After students have listened to the music, ask the following questions:

A MUSICIAN’S QUESTIONS

What words would you use to describe the music?

- o Students may say the music is exciting or frightening.

How is the piece you heard today different from “Morning Mood”?

- o Students may say it has different feelings or tells a different story, or they may point out that “Morning Mood” gets calmer at the end while “In the Hall of the Mountain King” gets wilder.

Reflection Activity



Track 10

Distribute crayons and drawing paper. Ask, “What did the music today make you feel or think about? Draw your ideas or feelings.” Then play “In the Hall of the Mountain King,” track 10 of the Kindergarten Spotify Playlist, as students draw.

Check for Understanding

Conclude the session by having students turn and share their drawings with a partner. Have volunteers share their art with the class.

Unit 2 Lesson 8

“MARCH OF THE TOYS”

TIME: 1 DAY

AT A GLANCE CHART

| Lesson | Activity | Materials |
|--------------|--|--|
| DAY 1 | Students will listen and respond to “March of the Toys” by Victor Herbert. | <ul style="list-style-type: none">• Playlist track 34, <i>Babes in Toyland</i>, “March of the Toys”• World map or globe• Toys, dolls, stuffed animals, or miniature figures (1 per student) |

Lesson Objective

- Identify instruments, tempo changes, and dynamic changes in a piece of music, and move responsively to these changes.

What Students Have Learned

In the last lesson, students listened to two pieces from *Peer Gynt* by Edvard Grieg, focusing on the use of dynamics and tempo to express feeling and create a narrative.

DAY 1: “MARCH OF THE TOYS”

Introduce the lesson by reminding students that they have been listening to music played by many different instruments. In this lesson, they will continue to listen to instrumental music.

Music in This Lesson

Babes in Toyland, “March of the Toys,” Victor Herbert



“March of the Toys” is from the operetta *Babes in Toyland*, which opened in 1903.

Background for Teacher

Victor Herbert (1859–1924) was a prolific American composer of operettas, or lighthearted musical dramas with spoken dialogue, songs, and light classical music. *Babes in Toyland* is about two children who escape from various dangers in and out of Toyland, and the operetta features musical numbers based on fantasy characters from fairy tales, Mother Goose, and elsewhere. “March of the Toys” is heard as an entire shop of magical toys is brought to life.

Share the title of the piece and the composer, as well as the premise of the operetta. On a world map or globe, point out the United States of America, where the composer is from, and note that the United States is part of the continent of North America.

Teaching Idea

You may wish to have students create their own movement to the music before telling them the story that the music depicts. They can compare and contrast their creative movements before and after they have heard the composer's musical imagery.



Track 34

Invite students to close their eyes and prepare to listen with their hands resting lightly on their laps. Tell students they will listen to see if they can identify instruments they hear. Play the first 1:30 of “March of the Toys,” track 34 of the Kindergarten Spotify Playlist. Pause and have students open their eyes. Ask, “What instruments did you hear?” (*Students may mention trumpets, violins, and drums. Some may notice the flute.*)

Then have students listen to more of the piece and notice how it changes. Pause at 2:10 to briefly discuss any changes to tempo and melody that students noticed, and pause again at 3:00 to discuss changes to dynamics, tempo, and instrumentation. (Note the increasing prevalence of the trumpets, for example.)

You may wish to ask students to raise their hands when they hear the tempo get faster and lower their hands when the tempo slows

SUPPORT—To help students identify different instruments, play a few seconds of the piece beginning at 0:21 for violins, 1:02 for trumpets, 1:36 for drums, and 2:25 for flutes.

After students listen to the whole piece, ask, “How does the music feel? What does the music remind you of? Does it make you picture something? Does it make you think of a story?” (*Students may connect the title of the piece with the music and suggest it sounds exciting, like toys marching.*)

Then distribute toys. Invite students to stay seated and to march their toys while you play the piece a second time. Tell students to listen carefully to the tempo changes and dynamics and match their toys' movements to them.

After students have listened to the music, ask the following questions:

A MUSICIAN'S QUESTIONS

We listened to a piece called “March of the Toys.” What kinds of toys did you imagine? How did the toys move in your imagination?

- o Students may say the toys were soldiers or miniature figures and moved together in rows like a marching band.

How did you match your movements to the changes in tempo?

- o Students may say they marched slower when the tempo slowed and faster when the tempo went faster.

Check for Understanding

Conclude the session by asking volunteers to share how the music made them feel.

Unit 2 Lesson 9

CARNIVAL OF THE ANIMALS

TIME: 3 DAYS

AT A GLANCE CHART

| Lesson | Activity | Materials |
|--------------|---|--|
| DAY 1 | Students will listen to and reflect on “Introduction,” “Royal March of the Lion,” “Hens and Cocks,” “Wild Horses (Swift Animals),” and “Tortoises” from <i>Carnival of the Animals</i> by Camille Saint-Saëns. | <ul style="list-style-type: none"> • Playlist tracks 35–39, <i>Carnival of the Animals</i>, “Introduction,” “Royal March of the Lion,” “Hens and Cocks,” “Wild Horses (Swift Animals),” and “Tortoises” • World map or globe |
| DAY 2 | Students will listen to and reflect on “The Elephant,” “Kangaroos,” “Aquarium,” “Personages with Long Ears,” and “The Cuckoo in the Depths of the Forest” from <i>Carnival of the Animals</i> by Camille Saint-Saëns. | <ul style="list-style-type: none"> • Online Resources “Percussion Instruments” web page from Classics for Kids • “String Instruments” web page from Classics for Kids • “Woodwind Instruments” web page from Classics for Kids • Playlist tracks 40–44, <i>Carnival of the Animals</i>, “Kangaroos,” “Aquarium,” “Personages with Long Ears,” and “The Cuckoo in the Depths of the Forest” • Teacher Guide page 118, Student Activity Page 8: Animals and Instruments (copies for all students) • Slide Deck slide 10, Animals and Instruments • Scarves (1 per student) • Pencils (1 per student) |
| DAY 3 | Students will listen to and reflect on “Aviary,” “Pianists,” “Fossils,” “The Swan,” and “Finale” from <i>Carnival of the Animals</i> by Camille Saint-Saëns. | <ul style="list-style-type: none"> • Online Resources “String Instruments” web page from Classics for Kids • Playlist tracks 45–49, <i>Carnival of the Animals</i>, “Aviary,” “Pianists,” “Fossils,” “The Swan,” and “Finale” • Slide Deck slide 11, A New Animal Song • Scarves (1 per student) |

Lesson Objective

- Describe the instruments and elements of music used to create story and feeling.

What Students Have Learned

In the last lesson, students identified instruments by their sounds. Students listened for tempo, dynamics, feeling, and a narrative in instrumental music.

DAY 1: LION, CHICKENS, HORSES, TORTOISES

Introduce the lesson by asking students what instrument they would choose to show a bird flying in the sky. (*Students may suggest a flute.*) What about an elephant walking through the grass? (*Answers may vary.*) A cheetah running? (*Answers may vary.*) Discuss why students made their selections.

Music in This Lesson

“*Carnival of the Animals*, “Introduction,” “Royal March of the Lion,” “Hens and Cocks,” “Wild Horses (Swift Animals),” and “Tortoises,” Camille Saint-Saëns



Saint-Saëns composed *Carnival of the Animals* in 1886, though it was not published until 1921, after his death.

Background for Teacher

Carnival of the Animals is one of the most famous works by French composer Camille Saint-Saëns (1835–1921). Saint-Saëns considered himself a composer of serious music. He did not allow *Carnival of the Animals* to be published during his lifetime, lest it damage his reputation. It is a humorous collection of short pieces, using different instruments and effects to imitate sounds and behaviors of various animals.



In the fourth movement, “Tortoises,” borrowed melodies by the composer Offenbach (including “Cancan,” a familiar tune with a fast tempo) are played slowly on a double bass to reflect a tortoise’s pace.

Tell students that over the next three classes, they will listen to a piece that has many different movements, or sections. Share the title of the piece and composer, as well as the premise of the piece. On a world map or globe, point out France, where Saint-Saëns was from. Show students that France is part of the continent of Europe.

For each movement, introduce the title and concept, and then have students act out the animals. As they listen, ask if they can hear the various animal noises and other illusions that the piece creates.



Tracks 35–36

Play “Introduction” and “Royal March of the Lion,” tracks 35 and 36 of the Kindergarten Spotify Playlist. Tell students this is a proud march for the lions. Have them silently march around the classroom in a royal manner, like kings and queens. Tell students to listen for the sound of the lion’s roar made with piano and stringed instruments like violins. When they hear roars, they should silently act out the lion roaring.



Track 37

Play “Hens and Cocks,” track 37 of the Kindergarten Spotify Playlist. Pause to point out how the violins and pianos imitate the pecks, clucks, and crows of the birds. Play the track a second time, inviting students to make chicken “wings” with their arms and peck the air with their “beaks” in time to the music. When they hear the rooster crow, they should stand up and act like a rooster.



Track 38

Play “Wild Horses (Swift Animals),” track 38 of the Kindergarten Spotify Playlist. Invite students to gallop around the classroom if space permits. Lead a discussion with students about how the pianos create music that reflects the running speed of the animals.



Track 39

Hum the “Cancan” melody for students at its typical pace, and invite students to echo-hum the melody back to you. Then play “Tortoises,” track 39 of the Kindergarten Spotify Playlist. Invite students to dance in time to the tempo of this melody. Have students compare the slow tempo of the tortoises with the usual tempo.

After students have listened to the music, ask the following questions:

A MUSICIAN’S QUESTIONS

How did the composer use different tempos to suggest how different animals move?

- o The music is slower for the slow-moving tortoise and faster for galloping horses.

What did the music make you think of or see in your mind?

- o Students may say they imagined animals creeping, running, or moving in different ways.

Check for Understanding

Conclude the session by having students turn and tell a partner how they think the composer made the music sound like different animals. Invite volunteers to share their thoughts.

DAY 2: ELEPHANT, KANGAROOS, AQUARIUM, DONKEYS, CUCKOO

Introduce the lesson by reminding students that they have been listening to *Carnival of the Animals* by Camille Saint-Saëns. Ask students what they remember from the first movements of the piece. Explain that in today’s session, they will listen and move to more parts of this piece.

Music in This Lesson

Carnival of the Animals, “The Elephant,” “Kangaroos,” “Aquarium,” “Personages with Long Ears,” and “The Cuckoo in the Depth of the Forest,” Camille Saint-Saëns

Teaching Idea

Now that students have become familiar with how the music in this piece represents different animals, play one of the movements without announcing the animal and have students guess the animal. Then have students explain how the music helped them decide on the animal. Ask, “How did the tempo, or the speed, of the music remind you of an animal?” (*Answers may vary.*) “How did the pitch, or the high and low sounds, of the music make you think of an animal?” (*Answers may vary.*)



Track 40

Explain that the music students are about to hear is played by the double bass and the low notes of the piano to sound low and a little clumsy, like a giant elephant attempting ballet.

Teach the class “elephant ballet” and have them copy your movements. First, put your arm in front of your nose like a trunk. Then go up on your tiptoes and do one full turn. Bend your knees to do a pli . Add any other ballet-type movements you’d like. Wave your trunk gracefully as you dance!

Play “The Elephant,” track 40 of the Kindergarten Spotify Playlist. Invite students to do their own “elephant ballet” movements as they listen to the music.



SUPPORT—Introduce students to the double bass using the “String Instruments” web page from Classics for Kids. Briefly discuss its timbre.



Track 41

Play “Kangaroos,” track 41 of the Kindergarten Spotify Playlist. Have students listen for the pianos, which mimic the sound of kangaroos hopping from place to place. Have students notice that some of the music sounds like the kangaroos are actively jumping, and some of the music sounds like the kangaroos are taking a break.

Have students raise their hands when the jumping sounds are playing and lower their hands when the break sounds are playing. Then play the track again, and invite students to hop like kangaroos during the jumping parts and quietly take a “kangaroo nap” during the other parts.



Track 42

Play “Aquarium,” track 42 of the Kindergarten Spotify Playlist. Point out how the composer uses mysterious and flowing sounds played on a glockenspiel to create an impression of the underwater world.

Play the track again, and invite students to “swim” through the water of an aquarium. They can pretend to be fish or other sea creatures as they swim. Provide scarves for students to move with, further mimicking the flowing and mysterious world underwater.



SUPPORT—Introduce students to the glockenspiel on the “Percussion Instruments” web page and the clarinet on the “Woodwind Instruments” web page from Classics for Kids. Discuss the timbre of both instruments.



Track 43

Play “Personages with Long Ears,” track 43 of the Kindergarten Spotify Playlist. Explain that these “personages,” or people, are donkeys, whose characteristic “heehaw” can be heard in the violins. Play the track again, and invite students to trot and make the “heehaw” sound along with the violins.



Track 44

Play “The Cuckoo in the Depth of the Forest,” track 44 of the Kindergarten Spotify Playlist. Point out how the peaceful sounds of the woods are interrupted by the “cuckoos” of the clarinet. Invite students to do one movement during the peaceful part of the track and then change their movement when they hear the cuckoo call.

After students have listened to the music, ask the following questions:

A MUSICIAN’S QUESTIONS

How did the composer make the music sound like different animals?

- o Students may say specific instruments, higher or lower pitch, or different tempos.

How did the composer make the music sound like being underwater?

- o Students may say the music seemed to flow or sound like fish swimming.

Activity



AP 8

Display slide 10, Animals and Instruments, and distribute copies of Activity Page 8 as well as pencils. The slide and Activity Page are the same so you can model your expectations for students. Point to and name each picture. Ask, “What instruments did you hear today?” Model drawing a line to match an instrument to the animal it sounds like. Play selections from today’s listening as students work.



Slide 10



Tracks 40–44

Check for Understanding

Conclude the session by having students tell one thing they noticed about the music today.

DAY 3: BIRDS, PIANISTS, FOSSILS, SWAN

Introduce the lesson by reminding students that they have been listening to music played by many different instruments. Ask students to recall what instrument made the deep sound of the elephant they heard in the last class. Explain that in today’s session, they will listen and move to the rest of the piece.

Music in This Lesson

Carnival of the Animals, “Aviary,” “Pianists,” “Fossils,” “The Swan,” and “Finale,” by Camille Saint-Saëns

Background for Teacher

In the twelfth movement, “Fossils,” the bones of fossils get up and dance to the bone-like sounds of the xylophone, which plays a fragment from another Saint-Saëns skeleton dance, *Danse macabre*. A second layer of the joke is the suggestion that this fragment (and some other famous melodies heard in the movement, including the tune to “Twinkle, Twinkle, Little Star”) are so old and familiar that they are “fossils.”



Track 45

Play “Aviary,” track 45 of the Kindergarten Spotify Playlist. Note for students that a whole flock of birds can be heard, but the flute in particular sounds like birdcalls. Distribute scarves, and have groups of students pretend to be flocks of birds and fly together to the music.



Track 46

Play “Pianists,” track 46 of the Kindergarten Spotify Playlist. Explain that the composer jokingly includes pianists as animals in the carnival. The pianists are practicing their scales. Have students play scales on a pretend piano on their knees as they listen.



Track 47

Play “Fossils,” track 47 of the Kindergarten Spotify Playlist. Tell students the title of the track, and explain that the bones of these fossils get up and dance to a xylophone. Invite students to listen carefully for the melodies of “Twinkle, Twinkle, Little Star” and any other tunes they might recognize. Ask students to dance to the music as they imagine a fossil would dance.



Track 48

Play “The Swan,” track 48 of the Kindergarten Spotify Playlist. Explain how the cello portrays the beauty of the swan’s grace as it moves across the water. Model moving like a graceful swan and invite students to do the same.



SUPPORT—Introduce students to the cello using the “String Instruments” web page from Classics for Kids. Briefly discuss its timbre.



Track 49

Play “Finale,” track 49 of the Kindergarten Spotify Playlist. This is a cheerful tune that celebrates the entire carnival. Have students listen for brief appearances by many of the animals and try to act like that animal when they hear each one.

After students have listened to the music, ask the following questions:

A MUSICIAN'S QUESTIONS

What feelings did the music express?

- o Students may say the music was peaceful, happy, and silly.

How did different instruments make you think of animals?

- o Students may say, for example, that the flute sounded like birds.

Hands-On Activity



Slide 11

Display slide 11, A New Animal Song. Ask students to name the animals. Ask, “What would music for these animals sound like?” Have students work independently or in pairs to choose one animal and create a short melody on a classroom instrument that represents their chosen animal. If sufficient instruments are not available, students may compose a rhythm that represents their chosen animal by drumming on their own body or a classroom surface. Encourage students to think about the tempo and dynamics of their rhythmic composition and how it represents their animal.

Check for Understanding

Conclude the session by having students share their animal songs. Ensure there is enough time for all students who wish to share to have a turn.

Unit 2 Lesson 10

“A-TISKET, A-TASKET”

TIME: 1 DAY

AT A GLANCE CHART

| Lesson | Activity | Materials |
|--------------|---|--|
| DAY 1 | Students will listen and respond to “A-Ticket, A-Tasket” sung by Ella Fitzgerald. | <ul style="list-style-type: none">• Online Resources<ul style="list-style-type: none">• Images of Ella Fitzgerald’s album covers• “A-Ticket, A-Tasket” lyrics• Playlist tracks 50–51, “A-Ticket, A-Tasket” |

Lesson Objective

- Recognize that the human voice can be used as an instrument.

What Students Have Learned

Students have learned about many instruments and selections of instrumental music. Remind students that in the last lesson, they learned how instruments can sound like animals.

DAY 1: “A-TISKET, A-TASKET”

Tell students they each have an instrument they can play without their hands. Ask, “What is the instrument?” (*Answers may vary.*) Explain that it is their voices! In a sing-song voice, say, “This is my singing voice,” and have students repeat after you. Repeat the procedure with a whispering voice,” a classroom-volume voice, a loud voice, a low-pitched voice, and a high-pitched voice. Make a long sound with your voice on the note /a and then a short sound on the same note. Sing simple scales and rhythms. For every sound, invite students to echo back to you.

Music in This Lesson

“A-Ticket, A-Tasket,” performed by Ella Fitzgerald



“A-Ticket, A-Tasket” is based on a nursery rhyme from the 1800s.

Background for Teacher

Ella Fitzgerald was a popular and accomplished jazz singer whose career spanned more than five decades. Her work won her thirteen Grammy Awards and the title “The First Lady of Song.” This song, based on a game Fitzgerald played as a child, was an early recording and helped launch her career.



Introduce students to Ella Fitzgerald by displaying the images of her album covers. Scroll through the images on the web page, pointing out Fitzgerald where she appears. Explain that she was a famous jazz singer who performed music for more than fifty years and won many awards. Explain that today, students will hear her sing a song based on a rhyme they might have heard before.



Track 50

Play “A-Tisket, A-Tasket,” track 50 of the Kindergarten Spotify Playlist. Invite students to listen and move responsively to the music while staying seated.

After students listen, briefly discuss the instruments they recognize on the recording, such as the trumpet and drum.

Ask, “How is Ella Fitzgerald’s voice an instrument?” (*Answers may vary. Students may say her voice “played” the song as she sang.*) “What words would you use to describe the timbre of Fitzgerald’s voice?” (*Answers may vary. Students may say her voice has a timbre that is mellow and clear.*)

SUPPORT—Have the class hum the tune to “A-Tisket, A-Tasket” so they can hear the sound of their voices as instruments. Revisit words that describe the timbre of sounds, such as *smooth*, *soft*, and *jazzy*. Ask students to describe the timbre of Fitzgerald’s voice.



You may access the lyrics of “A-Tisket, A-Tasket” on the Internet. Use this link to download the Core Knowledge Music Online Resources, where the specific link to the lyrics may be found:

<https://www.coreknowledge.org/music/>

Teach students the lyrics to the song by rote. Teach one phrase at a time before putting phrases together, and eventually the entire song.

Point out the words *tasket* and *basket*. Ask students what they notice about those two words. (*They rhyme.*) Help students make a connection to rhyming words they have learned in Language Arts lessons this year. Explain that *tasket* is a made-up word that rhymes with the real word *basket*. Read the lyrics again, and ask students to share any other rhyming words they hear (*around, ground; be, see, we*).



Track 51

Explain that now students will listen to the same song sung by the same person, but at a different performance. Tell students that jazz musicians often play or sing a song a different way each time. Sometimes they improvise and make the music up as they go! Then play the second version of “A-Tisket, A-Tasket”, track 51 of the Kindergarten Spotify Playlist. Invite students to stand, spread out, and responsively move in place as they listen.

After students listen, discuss how this version is different from the first version they heard. Students may have noticed the different instrumentation, the slightly faster tempo, the brighter timbre of Fitzgerald’s voice, and the way that Fitzgerald changes her voice to create surprising sounds at 1:49 and 2:04.

Teaching Idea

Listen to the two versions again and invite additional comparisons and thoughts about the songs or performances. For example, students may notice elements of the call-and-response form or ways the tune in one version differs from the other.

After students have listened to the music, ask the following questions:

A MUSICIAN'S QUESTIONS

We moved around to the song we listened to today. How did the music make you want to move? Why?

- o Students may say it made them want to dance because it had a good beat or rhythm.

How did Ella Fitzgerald use her voice as an instrument?

- o Students may say she sang a melody, sang loud and soft, sang low and high, and changed her voice to give different timbres.

Check for Understanding

Conclude the session by having students turn and talk to a partner about how a voice is an instrument. Ask volunteers to share their ideas with the class.

Unit 2 Lesson 11

UNIT 2 ASSESSMENT

TIME: 1 DAY

AT A GLANCE CHART

| Lesson | Activity | Materials |
|--------------|--|---|
| DAY 1 | Students will review main ideas from the unit and demonstrate understanding of listening to music. | <ul style="list-style-type: none">• Playlist<ul style="list-style-type: none">• Track 28, <i>Aida</i>, "Grand March"• Track 29, "Prelude to the Afternoon of a Faun"• Track 51, "A-Tisket, A-Tasket"• Teacher Guide page 119, Student Activity Page 9: Which Instrument? (copies for all students)• Pencils (1 per student) |

Lesson Objective

- Assess student mastery of content presented in Unit 2.

Preparation for Assessment

Prior to teaching this lesson, you should take time to review your notes regarding student understanding and achievement of the lesson objectives. Focus on the needs of your students and choose those objectives and activities that best meet their needs.

Review

Review with students the main ideas from each lesson in Unit 2:

- The guitar is a string instrument played by strumming, plucking, or picking the strings.
- The piano produces sound when keys are pressed, causing small hammers to hit strings inside the instrument.
- The trumpet is a brass instrument played by buzzing the lips into the mouthpiece.
- The flute is a woodwind instrument played by blowing over a hole in its side.
- The violin is a string instrument played by drawing a bow across the strings or plucking them.
- Drums are percussion instruments played by striking a surface that is stretched across a cylinder.
- Music can express emotions.
- Music can evoke imagery or tell a story.

- The elements of music, such as dynamics, rhythm, tempo, and melody, help express emotion and tell a story.
- The human voice can be used as an instrument to create music.

Revisit the Big Idea of this unit: *Hearing different kinds of music often and repeatedly helps develop listening skills and an understanding of music.* Discuss with students the activities they did in this unit that involved listening to and understanding music.

Assessment

Say, “We’re going to listen to short parts of some of the music you heard during this unit. Listen carefully! Raise your hand if you hear a trumpet.”



Play the beginning of “Grand March” from *Aida*, track 28 of the Kindergarten Spotify Playlist. Students should raise their hands. Say, “Now listen and raise your hand if you hear a piano.”

Tracks 28–29, 51

Play the beginning of “Prelude to the Afternoon of a Faun” by Debussy, track 29 of the Playlist. Students should not raise their hands. You may continue having students listen for other instruments using selections from the unit if time permits.

Next, ask students to show you how they get ready to listen to music. Watch what students do as they prepare to listen, such as sitting with eyes closed and hands in their laps.

Play “A-Tisket, A-Tasket” sung by Ella Fitzgerald, track 51 of the Playlist. Say, “Turn to a partner and show them how you can use your voice as an instrument.” Watch for students to hum, sing, or imitate other instrument sounds.



AP 9

Distribute Activity Page 9, Which Instrument?

Point to the animals on the page, and have students do the same. Distribute pencils. Ask students to circle the animal playing the drum, draw a box around the animal playing the trumpet, underline the animal playing a flute, and draw a smiley face next to the animal playing a violin. Collect student Activity Pages and pencils.

You may also choose to use one or more of the following activities to assess students’ understanding and encourage them to explore the musical ideas they learned in the unit:

- o Play selections from the music students encountered in this unit. Ask students to express an opinion about which selection they especially enjoyed, giving reasons to support their answers. Encourage them to use terms and ideas taught in the unit and to identify instruments.
- o Play selections from the unit’s music, and ask students to explain what feelings the music expresses or what stories the music tells.
- o Play selections from the unit’s music, and have students tell the name of the piece and one thing they remember about the composer or the story.
- o Have students tell the story they hear in one of the selections from the unit.
- o Make connections between the animals in *Carnival of the Animals* and what they need to live (CK Science Unit 2, Chapter 3).

Additional Recommended Resources

Consider using the following trade books that discuss listening to music for students or the pieces students encounter in this unit:

- Auld, Mary. *How to Build an Orchestra*. Illustrated by Elisa Paganelli. Northampton, MA: Crocodile Books, 2024.
- Hayes, Ann. *Meet the Orchestra*. New York: Clarion Books, 1995.
- Prokofiev, Sergei. *Peter and the Wolf*. Translated by Maria Carlson. Illustrated by Charles Mikolaycak. New York: Penguin, 1986.
- Saint-Saëns, Camille, and Barrie Turner. *Carnival of the Animals: Classical Music for Kids*. Illustrated by Sue Williams. New York: Henry Holt, 1999.

Consider using the following resources for teachers and parents:

- Burton, Suzanne L., and Alison Reynolds, eds. *Engaging Musical Practices: A Sourcebook for Elementary General Music*. Lanham, MD: Rowman & Littlefield, 2018.
- Wagner-Yeung, Brian J. *The Accessible Music Classroom for All*. Lanham, MD: Rowman & Littlefield, 2025.

Culminating Activity

TELL A MUSICAL STORY

TIME: 1 DAY

AT A GLANCE CHART

| Lesson | Activity | Materials |
|--------------|--|---|
| DAY 1 | Students will use elements of music to create characters and tell a story. | <ul style="list-style-type: none">• Online Resources “String Instruments” web page from Classics for Kids• Playlist<ul style="list-style-type: none">• Track 10, <i>Peer Gynt</i>, “In the Hall of the Mountain King”• Track 53, <i>Peter and the Wolf</i>, “The Bird”• Slide Deck slide 12, Tell a Musical Story |

Lesson Objective

- Use music learning from both units to complete a creative project.

DAY 1: CULMINATING ACTIVITY: TELL A MUSICAL STORY

Introduce the activity by congratulating students on the work they have done to learn about music. Explain that they will use what they learned to create a musical story of their own.

Review of the Year



Track 10

Provide students with a brief summary of the material they covered during the course. Then invite students to listen and move to “In the Hall of the Mountain King.” Play the piece, track 10 of the Kindergarten Spotify Playlist.

Invite volunteers to tell what the story of *Peer Gynt* is about. After listening, ask, “How did the tempo and dynamics of the piece help tell the story?” (*Students may say the tempo and dynamics showed that the story was about a chase that got scarier and scarier.*) Then ask the following:

- Unit 1: “What did you enjoy about this piece? How did moving to the music help you understand it better?” (*Answers may vary. Students may say that the music is exciting, and moving to the music helped them feel the dynamics, tempo, or emotion of the music.*)
- Unit 2: “How did you learn more about music by listening to many different pieces?” (*Students may say they learned about different kinds of music and different instruments.*)



Track 53

Play “The Bird” from *Peter and the Wolf* by Prokofiev, track 53 of the Playlist. Point out that in *Peter and the Wolf*, instruments represent different characters. Explain to students that now they are going to create their own musical stories with characters.

Activity



Slide 12

Display slide 12, Tell a Musical Story. Point out the people and animals, and explain that they could be characters in a story. Ask students to think about a story they could tell using music. Then present the options below, and have students find partners who want to do the same option. Once students have completed the activity, have them put the pencils away.

Options for Assessing

Choose one or more of the following activities to assess your students. The main activity should be assessed with the Culminating Activity Scoring Rubric on page 121. Model each of the options below so students have a concrete example of what to do.

- **Character focus:** Students create a character for a story. They will need to use their voices and instruments and create a movement for their character. Share the following sentence frame with students: “The _____ (name of character) is represented by this music: _____ (use an instrument to play a short rhythm or pitches), moves like this: _____ (demonstrate a movement), and a _____ (high/low) voice.” Students share the idea for their character, along with how music could be used to represent them.
 - o For example, a student may choose a soccer player as their character and represent that character with a fast rhythm played on a piano, a kick movement, and a high-pitched, excited voice. They would verbally explain why those choices represent their character.
- **Plot focus:** Students talk with a partner about what happens in a story. Share the following sentence frame with students: “The first event in my story is _____, and it is represented by this music: _____ (clap a rhythm or sing a short melody line).” They share three things that could happen in their story and how the tempo or dynamics of the music would help tell those events.

You may wish to create some of the following supports to help your students:

- Sentence starters, such as “In my story, a character . . .,” “One of my characters . . .,” or “One thing that happens in my story is . . .”
- Visual cues, such as photos or drawings of possible story settings (a forest, a desert, etc.)
- Musical examples that evoke imagery or a narrative, such as selections from *Peer Gynt*



SUPPORT—Circulate among pairs to help them brainstorm ideas. If students would like to choose instruments for their characters, you may revisit Classics for Kids to refresh their memory of the sounds different instruments make.

Year-Long Wrap-Up

Conclude the session by inviting students to share and explain something they learned this year about music, their favorite piece, or their favorite instrument.

Glossary for Core Knowledge Music: Kindergarten

B

beat, n. a constant pulse that can be felt underneath a whole piece of music

C

chorus, n. a part of a song that repeats in intervals; also called a refrain

D

drum, n. a percussion instrument played with the hands or with sticks

dynamics, n. an element of music that deals with how loudly or quietly it is performed

F

flute, n. a small woodwind instrument often made of silver

G

guitar, n. a string instrument often used to accompany singing

H

harmony, n. an element of music that deals with the relationships between simultaneous pitches

I

improvise, v. to invent original music as you play or sing it

P

phrase, n. a short section of music, usually a discrete “chunk” of the melody

piano, n. a large keyboard instrument

pitch, n. how “high” or “low” a sound or tone is

R

rhythm, n. an element of music that deals with the way sounds are organized through time

S

steady, adj. consistent, at the same pace

T

tempo, n. the speed of a musical performance

timbre, n. the distinctive quality of sound or flavor of a certain musical instrument or voice

trumpet, n. a brass instrument

V

verse, n. a line or section of writing in a song, often set to a repeated tune with different words each time

violin, n. a string instrument played with a bow

Letter to Family

Dear Family Member,

It is exciting to start the new year—a warm welcome to you and your student.

This year, your student will be using a music program called Core Knowledge Music (CKMusic). It is an innovative set of K–8 instructional materials developed by the Core Knowledge Foundation, including Activity Pages for student use and many opportunities for interacting with music and creating music in the classroom.

In Kindergarten, students will begin to explore all forms of musical participation. The goal is for students to enjoy the pleasures of music and in the process gain a deeper understanding of it. Kindergarten students will begin to recognize the commonalities and differences between musical selections and to identify and react to music based on a song’s individual elements. They will develop preferences, opinions, and reasons why they prefer one musical selection to another.

The two units of study in Kindergarten CKMusic are:

1. *Elements of Music*

Music is made up of several basic elements: rhythm, melody, harmony, form, and dynamics. Students will study these elements throughout their Core Knowledge Music education. In Kindergarten, students will focus their attention on the fundamental elements of rhythm and melody. As students listen to music and sing songs, they develop a sense of patterning and melodic direction. They will learn the lyrics and melodies to traditional children’s songs such as “The Bear Went Over the Mountain” and “Bingo” and become familiar with instrumental pieces such as *Peter and the Wolf* by Sergei Prokofiev and “The Stars and Stripes Forever” by John Philip Sousa.

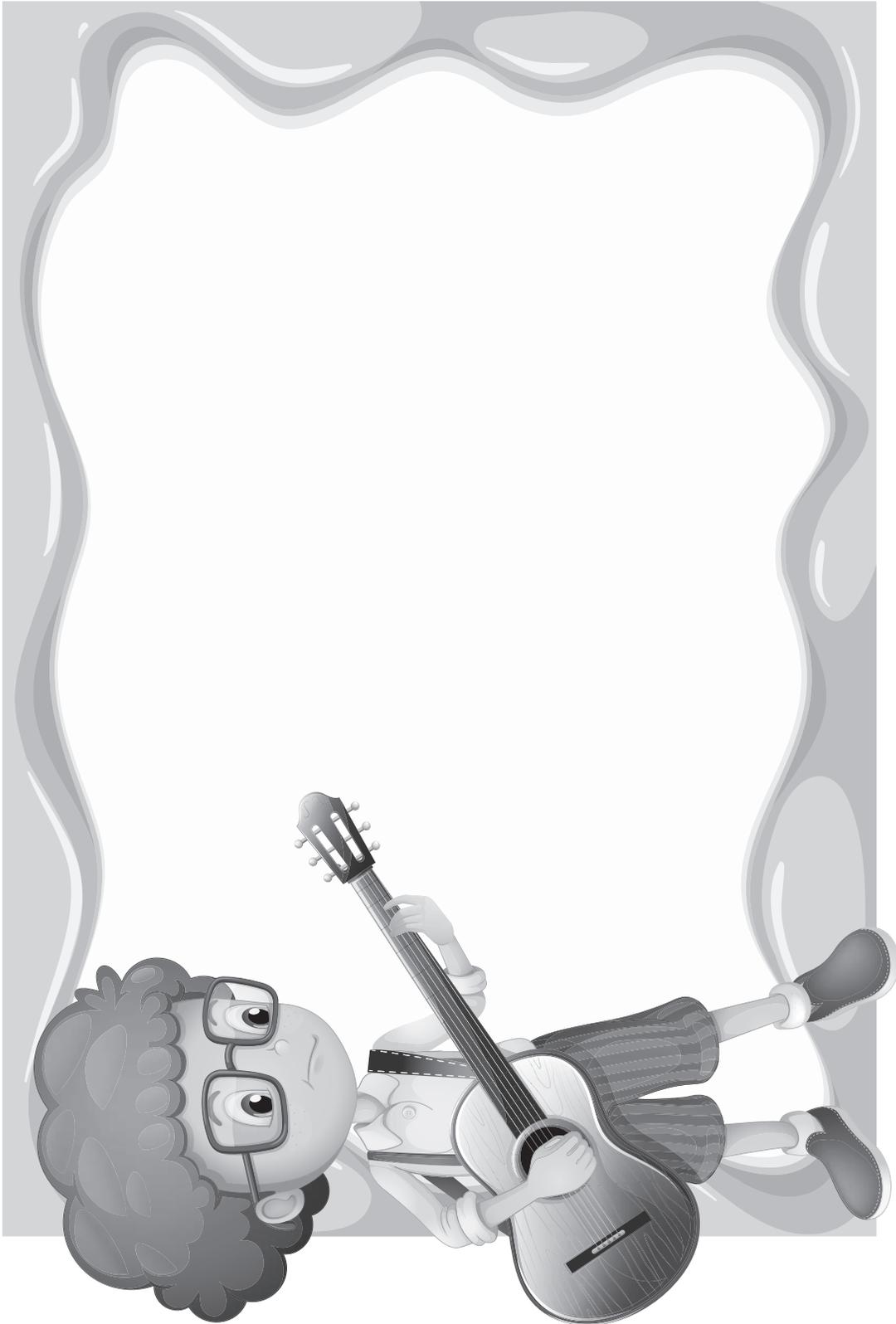
2. *Instruments and Music*

In this unit, students will be introduced to several instruments, including the guitar, piano, trumpet, flute, violin, and drum. They will learn that each instrument has its own timbre and its own way of producing sound. The class will listen to instrumental pieces such as “March of the Toys” by Victor Herbert and *Carnival of the Animals* by Camille Saint-Saëns. Students will learn about instruments through hands-on experiences and reflect on the music they have listened to.

Throughout the year, students will be listening, singing, performing, moving, and improvising to the music in class.

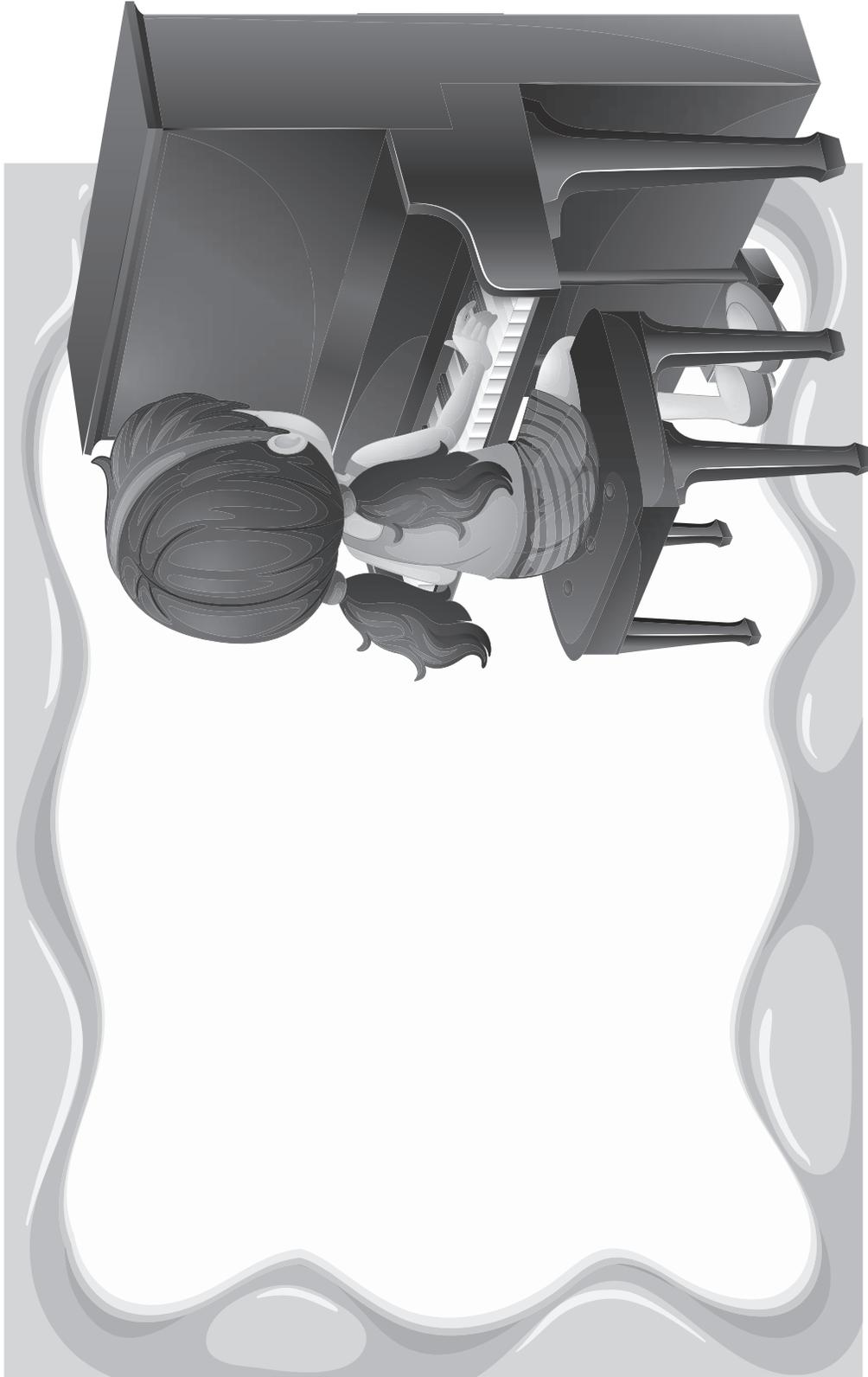
Please let us know if you have any questions.

Guitar



Directions: 1. Point to the guitar. 2. Draw what the guitar music sounds like.

Piano



Directions: 1. Point to the piano. 2. Draw what the piano music sounds like.

Trumpet



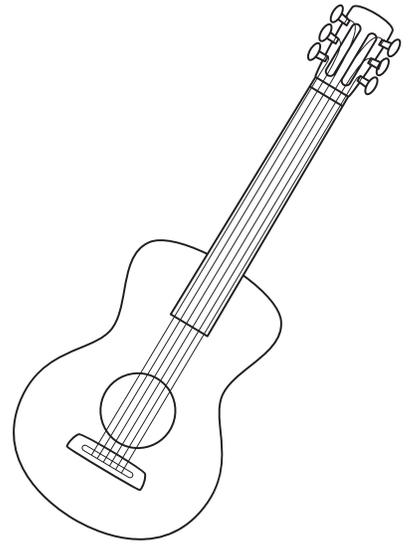
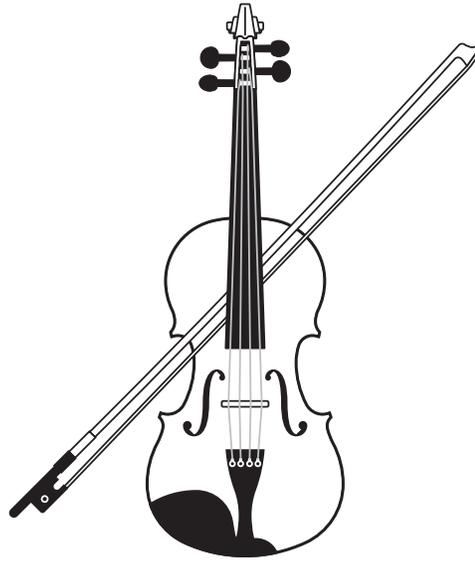
Directions: 1. Point to the trumpet. 2. Draw what the trumpet music sounds like.

Flute



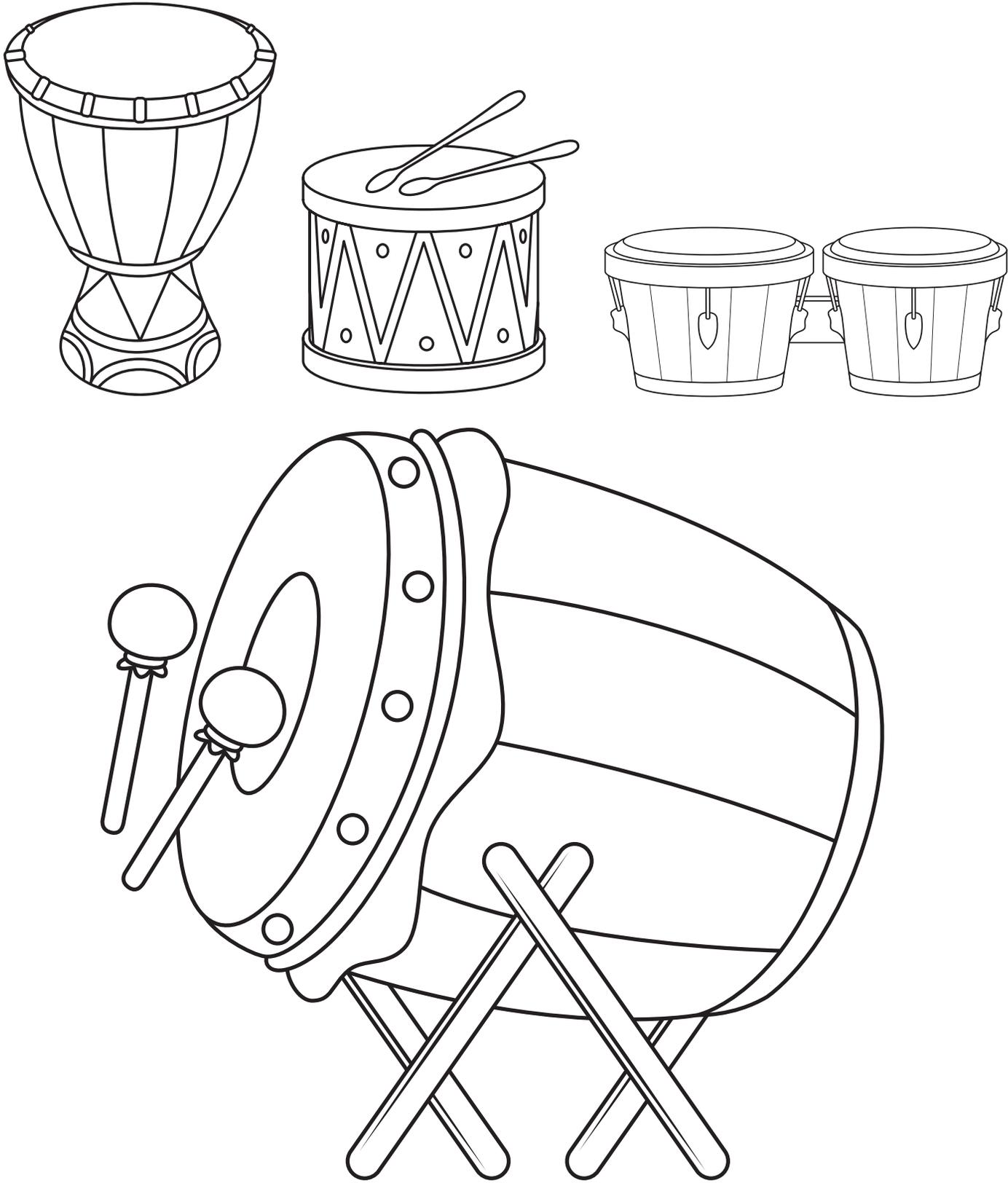
Directions: Color the flute and the space around it. Imagine what the music looks like using colors and lines.

Violin



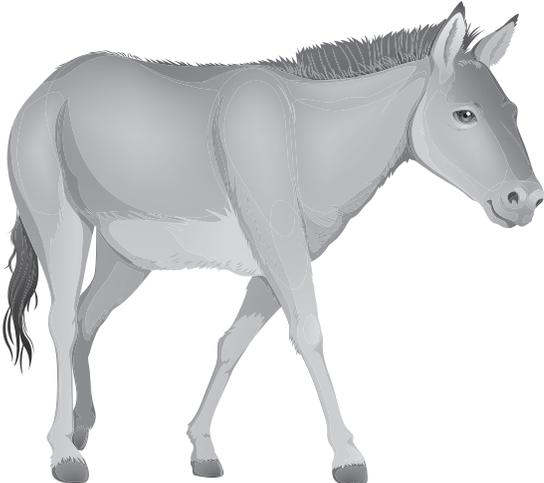
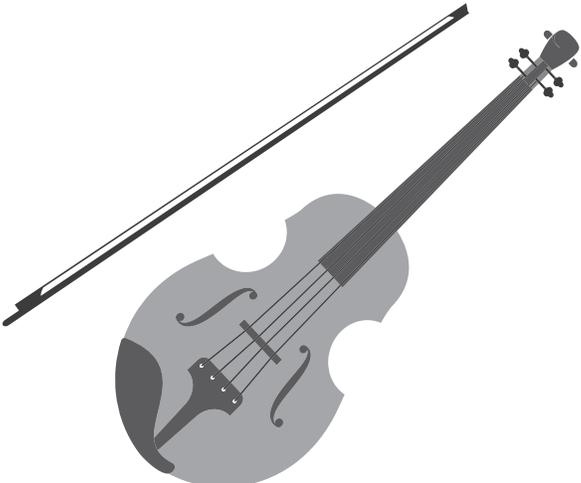
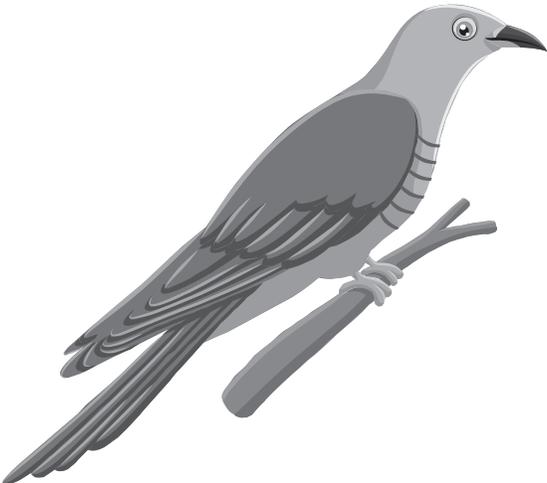
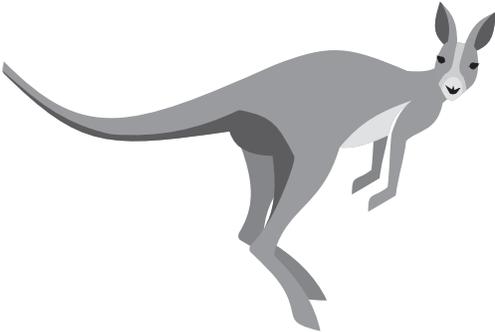
Directions: 1. Circle the violin. 2. Draw what the violin music sounds like.

Drum



Directions: Draw a picture of yourself playing the big drum. Then decorate the drum.

Animals and Instruments



Directions: Draw lines to match the instruments to the animals they sound like.

Which Instrument?



Directions: 1. Circle the animal playing the drum 2. Draw a box around the animal playing the trumpet 3. Underline the animal playing a flute 4. Draw a smiley face by the animal playing a violin.

Talking to Students About Music

Talking to students about pieces of music is a vital part of building their knowledge and confidence about the subject. It is especially important to build student comfort and familiarity with the language of music. Structured discussions will help students become comfortable talking about music and will encourage them to develop and share their own interpretations.

When talking to students about music, it is important to bear in mind the following:

- Use descriptive, appropriate vocabulary in context. Explain terms and give examples.
- Refer to songs and pieces of music by the title of the piece and the composer's, artist's, and/or performer's name to build familiarity.
- Ask questions that will encourage critical thinking about music. The best time to ask these questions is while listening to music together or immediately following.

Culminating Activity Scoring Rubric

Note: Students should be evaluated on how they use elements of music to tell a story or create a character using the rubric.

| | |
|---------------|--|
| Above Average | Response is accurate and detailed. Student demonstrates strong understanding of elements of music by including ideas for how: <ul style="list-style-type: none">• Sung pitches or rhythms can represent characters• Instruments can represent characters• Tempo can be used to help tell a story event• Dynamics can be used to help tell a story event |
| Average | Response is mostly accurate and somewhat detailed. Student demonstrates solid understanding of how music can represent characters and events but describes fewer than three complete ideas for characters or events. |
| Adequate | Response is mostly accurate but lacks detail. Student demonstrates a very basic understanding of how music can represent characters and events, and their ideas for characters or events are not well fleshed out. |
| Inadequate | Response is incomplete and demonstrates a minimal understanding of the content. |



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