



Prince George's County Public Schools
Kindergarten Vocal General Music
Course Syllabus

Prerequisites: Pre-K Music

Course Description: The Vocal General Music program of instruction provides all students with resources and experiences to develop appropriate music skills. Through the implementation of sequential musical concepts, students develop an understanding of the intrinsic value of music and its relationship to diverse cultures, traditions, values, and beliefs. The program is also designed to foster enjoyment and appreciation of music beyond the classroom.

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Grading
Kindergarten Vocal General Music

Overview: The goal of grading and reporting is to provide the students with feedback that reflects their progress towards the mastery of the Maryland Fine Arts Standards.

| Factors | Brief Description | Grade Percentage Per Quarter |
|------------|---|------------------------------|
| Classwork | Individual and group activities: In-class solo and ensemble performances, Composition, Critique, Creativity and originality, proper technique and interpretation of style, daily work habits, proper care of supplies and equipment, time on task, group interaction, and preparation for class (materials) | 90% |
| Homework | | None |
| Assessment | Individual and group: evaluation, journal entries, homework, notebooks, research projects, written/oral critiques, oral presentations, vocabulary, attendance at scheduled performances and programs, portfolios, quizzes, elements of discipline literacy, ensemble etiquette and exams. | 10% |

Course Content

| <u>Topics</u> | <u>Standards</u> |
|------------------------------------|--|
| <u>Performing music</u> | <p>Sing or play matching dynamic levels</p> <p>Demonstrate vocal qualities; match pitch</p> <p>Improvise sounds for stories and songs</p> <p>Echo rhythmic patterns in duple and triple meters</p> <p>Echo melodic patterns in major and minor tonalities</p> <p>Sing independent of teacher or recorded voice</p> |
| <u>Composition/Improvisation</u> | <p>Use voice and instruments to create/echo rhythmic and melodic patterns</p> <p>Improvise new texts in familiar songs</p> <p>Create ostinatos for given melodies</p> <p>Respond to meter (duple and triple) with movements</p> |
| <u>Develop awareness of sounds</u> | <p>Aurally identify echo</p> <p>Classify classroom instruments</p> <p>Distinguish between voice types</p> <p>Use and simulate environmental sounds such as bird calls, sirens etc...</p> |
| <u>Recognize the role of music</u> | <p>Perform a variety of songs and dances from history and cultures</p> <p>Describe how music is used in communities</p> <p>Connect musical content to other subject areas</p> <p>Sing, listen to, and describe music of various holidays and cultures</p> |
| <u>Rhythm/Meter</u> | <p>Distinguish the difference between rhythm and beat</p> <p>Demonstrate meter (duple and triple) through chanting and/or playing instruments</p> <p>Respond to meter (duple and triple) with movements</p> <p>Develop appropriate beat awareness</p> |
| <u>Melody</u> | <p>Listen to, sing and move to music in major and minor keys</p> <p>Distinguish between high, low and middle pitches</p> <p>Singing fundamental solfege syllables</p> |
| <u>Audience Behavior</u> | <p>Demonstrate appropriate audience behavior</p> |
| <u>Movement</u> | <p>Demonstrate musical characteristics through movement (high and low, fast and slow, loud and soft)</p> <p>Move in a free and flowing manner to develop rhythmic awareness</p> <p>Respond to various beat stresses through movements</p> <p>Follow musical cues</p> |
| <u>Music Evaluation</u> | <p>Express musical preferences</p> |

Professional judgment and analysis of students' skills and needs will be used to determine the order for instruction of standards. The pacing guide is organized with the assumption of twenty-minute class periods, on an A/B week schedule with 120 minutes of music instruction in a two-week period.