

Pre-Kindergarten

Monthly Music Curriculum

Katie Traxler, PS 51

Musical Element	September	October	November	December
Hello Song of the Month	- <i>Time for Music, Tideo</i> - singing, exploring movement and learning names - <i>Come my Friends</i> - good-bye - <i>Ready for the Hall</i> - line-up song	- <i>Time for Music, Tideo</i> - singing, and playing instruments - <i>Come my Friends</i> - good-bye - <i>Ready for the Hall</i> - line-up song	- <i>Time for Music, Tideo</i> - singing and playing instruments - <i>Come my Friends</i> - good-bye - <i>Ready for the Hall</i> - line-up song	- <i>Willoughby Wallowby</i> - singing - <i>Come my Friends</i> - good-bye - <i>Ready for the Hall</i> - line-up song
Transition Songs	- <i>In Their Home</i> - putting instruments away - <i>The Colors are Gliding</i> - putting scarves away - <i>Ten Little Fingers</i> - hands in laps	- <i>In Their Home</i> - <i>The Colors are Gliding</i> - <i>Ten Little Fingers</i>	- <i>In Their Home</i> - <i>The Colors are Gliding</i> - <i>Ten Little Fingers</i>	- <i>In Their Home</i> - <i>The Colors are Gliding</i> - <i>Ten Little Fingers</i>
Songs/Rhymes for Teaching Content and Skills	- <i>I Have an Echo</i> - echo singing with vocal exploration cards - <i>The Owl Song</i> - pitch matching - <i>It's So Great to See You</i> - movement and instrument playing - <i>We Play and Then We Stop</i> - instrument playing, movement - <i>Five Little Ducks</i> - singing, literacy connection, backwards counting - <i>I'm Gonna Follow</i> - movement - <i>Pop Goes the Weasel</i> - movement - <i>If You're Happy and You Know It</i> - <i>Where is Thumbkin?</i> - fingerplay, tension and release with small muscle control in isolation - <i>This Little Piggy</i> - fingerplay - <i>To Market To Market</i> - solo singing and improvisation, ABA form - <i>The Wiggle Song</i> - singing and fingerplay - <i>Silly Sam with Up So High</i> - instrument playing and movement - <i>Wheels on the Bus</i> - singing, literacy connection, movement, making new verses - <i>Colors</i> - singing, identifying colors	- <i>This is the Father</i> - fingerplay - <i>Whoops Johnny</i> - fingerplay - <i>On My Toe/Flees</i> - singing scale with movement - <i>Head and Shoulders, Baby</i> - singing game - <i>Shake My Sillies Out</i> -singing, literacy connection, movement - <i>My Poor Hand is Shaking</i> - singing and movement - <i>Up So High and Now My Shaker's Up</i> - instrument playing - <i>Pumpkin, Pumpkin, Round and Fat</i> - singing, exploring emotions - <i>Peter Peter Pumpkin Eater</i> - playing instruments, improvisation, musical contrasts in speech - <i>Clap Your Hands, O Belinda</i> - singing and movement - <i>The Itsy Bitsy Spider</i> - singing, fingerplay, instrument playing - <i>The Spider Kept on Spinning</i> - singing, movement, and instrument playing used with <i>The Very Busy Spider</i>	- <i>Five Little Monkeys Jumping on the Bed</i> - chant with dramatic play, literacy connection - <i>Five Little Monkeys Swinging from a Tree</i> - singing and instrument playing, introduction to mallets and mallet games - <i>Fall Song</i> - movement - <i>Five Little Leaves</i> - singing and movement - <i>I Had a Little Rooster</i> - singing, sequencing - <i>Who Has the Penny?</i> - solo singing game, explore with shapes and colors - <i>Heel and Toe</i> - dance warm-up, muscle isolation - <i>Abiyoyo</i> - singing, movement, instrument playing, literacy connection - <i>Hey Betty Martin</i> - singing and movement game - <i>FAMILY</i> - singing, social studies connection	- <i>Wee Willie Winkie</i> - chant with movement - <i>Frere Jacques</i> - singing, listening game and instrument playing - <i>Diddle Diddle Dumpling</i> - chant with improvisation - <i>Magic Time</i> - chant and movement - <i>10 in the Bed</i> - singing, literacy connection - <i>Grizzly Bear</i> - singing with dynamics - <i>Teddy Bear, Teddy Bear</i> - singing, movement, instrument playing - <i>Goin' on a Bear Hunt</i> - playing instruments, sequencing, literacy connection - <i>The Bear Song/One Sunny Day</i> - singing with emotions
Movement	- <i>Time for Music, Tideo</i> - explore	- <i>On My Toe</i> - relate scale and	-Eurhythmics "Stop and Go"	-Eurhythmics "Stop and Go"

<p>(Singing Games, Folk Dances, Eurhythmics Activities, Movement Exploration with Body and Props, Dramatic Play)</p>	<p>with NLM <i>-It's So Great to See You-</i> explore NLM for 8 counts, develop body control for starting and stopping on cue <i>-I'm Gonna Follow-</i> imitate animal movements, improvise new movements as leader <i>-Pop Goes the Weasel-</i> exploring fermata, staccato and legato with scarves; eurhythmics extension with accents <i>-Moving in a Bubble-</i> negotiate personal space with LM (<i>Moonlight Sonata, Carnival of the Animals: The Aquarium, Adagio for Strings</i>) <i>-We Play and Then We Stop-</i> adapt for both LM and NLM at a variety of tempi <i>-Silly Sam</i> with <i>Up So High</i> - starting and stopping, free dance, high and low</p>	<p>melodic direction to body <i>-Clap Your Hands, O Belinda-</i> NLM <i>-The Toy Shop at Midnight-</i> dramatic play, explore LM that would be appropriate for each excerpt <i>-The Spider Kept on Spinning-</i> responding to sound cues at the ends of phrases with directional changes, exploring circular movement with scarves and stretchy band <i>-Eurhythmics "Stop and Go"</i> with drum and piano as accompaniment</p>	<p>activity- respond to piano/drum with walking and tip-toe run <i>-Hey Betty Martin-</i> creating new movement verses to a song <i>-Fall Song-</i> exploring slow movement with body imitating leaves in the breeze, develop movement vocab <i>-Five Little Leaves-</i> move with scarves to explore leaves falling <i>-Beat Keepers-</i> using a variety of recorded musical examples, find the beat in different places on the body <i>-Abiyoyo-</i> create a "dance" for the giant and dramatize scenes from the story</p>	<p>activity- respond to piano/drum with walking, tip-toe running, and skipping <i>-Wee Willie Winkie-</i> dramatize rhyme, put into larger form with <i>Diddle Dumpling</i> <i>-Teddy Bear, Teddy Bear-</i> create movements for each phrase <i>-Magic Time-</i> movement exploration</p>
<p>Listening (Maps, Analysis through Movement and Instrument Playing)</p>	<p><i>-Moving in a Bubble-</i> describing qualities of recorded music (<i>Moonlight Sonata, Carnival of the Animals: The Aquarium, Adagio for Strings</i>) <i>-Surprise Symphony-</i> discover accents and dynamic changes</p>	<p><i>-Pass the Beanbag-</i> passing slow and fast, attending to tempo cues in recorded music <i>-The Toy Shop at Midnight-</i> describing musical qualities of a variety of musical excerpts</p>		<p><i>-Sleep, Baby Sleep</i> with <i>Brahms' Lullaby-</i> describing music used as a lullaby</p>
<p>Instrument Playing (Barred Orff Instruments, Drums and Unpitched Percussion)</p>	<p><i>It's So Great to See You-</i> playing UPP, starting and stopping <i>-We Play and Then We Stop-</i> focus on listening skills, self-control, and sound production; discover wood family including rhythm sticks, wood blocks; experience a variety of tempi and dynamics <i>-Silly Sam-</i> playing on cue</p>	<p><i>-Up So High</i> and <i>Now My Shaker's Up-</i> starting and stopping, playing on cue <i>-The Itsy Bitsy Spider-</i> drum exploration <i>-The Spider Kept on Spinning-</i> explore metal family with finger cymbals and triangles <i>-Time for Music, Tideo-</i> add UPP on <i>Tideo</i></p>	<p><i>-Five Little Monkeys Swinging from a Tree-</i> add instrumental accompaniment, mallet exploration games <i>-Abiyoyo-</i> add sound effects to the story with UPP <i>-Time for Music, Tideo-</i> add basses for SB with UPP on <i>Tideo</i></p>	<p><i>-Frere Jacques-</i> play steady beat on wooden UPP as we sing (clock ticking) to create ABA form with listening game <i>-Goin' On a Bear Hunt-</i> explore UPP for each verse, sequence with visuals <i>-Teddy Bear, Teddy Bear-</i> play glocks on <i>teddy bear</i> and steady beat on BX/BM</p>
<p>Improvisation</p>	<p><i>-To Market To Market-</i> improvise a</p>	<p><i>-Peter Peter Pumpkin Eater-</i></p>		<p><i>-Diddle Diddle Dumpling-</i></p>

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	B section with UPP; AB form	improvise on the B section alternating with steady beat for the rhyme using rhythm sticks		improvise using body percussion
Literature Connection	- <i>Five Little Ducks</i> - songbook - <i>Wheels on the Bus</i> - songbook	- <i>Shake My Sillies Out</i> - songbook - <i>The Very Busy Spider</i> - storybook used with <i>Spider Kept on Spinning</i>	- <i>Five Little Monkeys Jumping on the Bed</i> -songbook - <i>Five Little Monkeys Swinging from a Tree</i> -songbook - <i>Abiyoyo</i> - storybook	- <i>Sleep Baby Sleep</i> - storybook - <i>10 in the Bed</i> - songbook - <i>Goin' On a Bear Hunt</i> - storybook

NLM- nonlocomotor movements LM- locomotor movements UPP- unpitched percussion