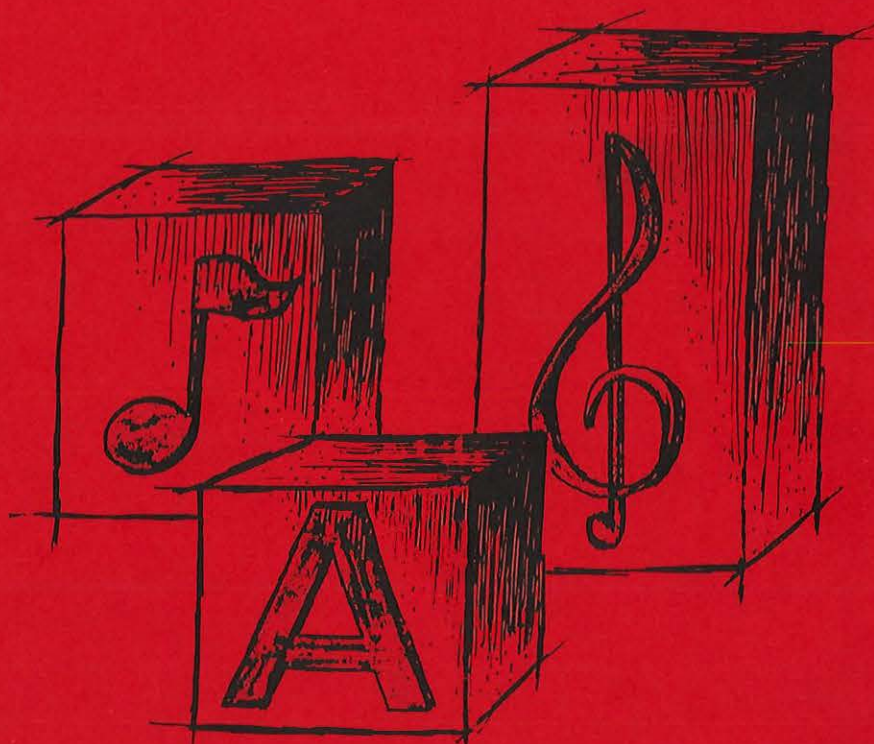


LB
1155
.K56
1967

III 7-02
THE
KINDERGARTEN
MUSIC SERIES



3-334

State of Iowa Department of Public Instruction

State of Iowa

1967

THE KINDERGARTEN MUSIC SERIES

A publication of the

William E. Hawks Special Music Project

UNIT A SOUNDS

State of Iowa

Department of Public Instruction

Des Moines, Iowa

1967

State of Iowa
DEPARTMENT OF PUBLIC INSTRUCTION
Des Moines, Iowa 50319

S T A T E B O A R D O F P U B L I C I N S T R U C T I O N

CHARLES W. ANTES, West Union, President
LESTER D. MENKE, Calumet, Vice President
DR. JACK D. FICKEL, Red Oak
SHERMAN W. HIRSCHLER, Fairfield
C. E. JUDD, Thompson
MRS. VIRGIL E. SHEPARD, Allison
MRS. EARL G. SIEVERS, Avoca
DR. J. M. WALTER, Ames
JOHN D. WARIN, Maloy

D E P A R T M E N T O F P U B L I C I N S T R U C T I O N

ADMINISTRATION

PAUL F. JOHNSTON, Superintendent of Public Instruction and
Executive Officer of State Board of Public
Instruction
DAVID H. BECHTEL, Administrative Assistant
W. T. EDGREN, Assistant Superintendent, Administration
L. N. JENSEN, Assistant Superintendent, Instruction

CURRICULUM AND INSTRUCTION BRANCH

William M. Baley, Associate Superintendent
William J. Edgar, Director of Curriculum

Booklet prepared by:

Norma Van Zee, Consultant, Special Music Project

I N T R O D U C T I O N

"The Kindergarten Music Series" is a partial fulfillment of the William Elisha Hawks' will. He died January 10, 1959, at Cambridge, Iowa, leaving the entire amount of his estate to "the Iowa state public school fund."

The money was to be used to "promote instruction in vocal music and proper development of the lungs of children attending kindergarten, first, and second grades in the public schools of the state of Iowa."

It was his belief that such training would result in said children becoming better citizens and more healthy persons.

The State Treasurer, Attorney General and Superintendent of Public Instruction administer the funds.

The Department of Public Instruction hired a Special Music Project consultant to plan and develop a music program, which will be available on a statewide basis, in accordance with the terms of the will. A first step is the "Kindergarten Music Series" which consists of this teachers' guide and the films, tapes, and materials necessary for implementing the outlined objectives of musical concepts, skills, and appreciations appropriate to this grade level.

As time permits, the consultant will further promote musical instruction through workshops at the local level.

FOREWORD TO TEACHERS

The films and tapes produced for this kindergarten music series are designed to help the student discover and develop concepts of the elements of music appropriate to the grade level. Skills and appreciations are introduced and developed as the student becomes involved in hearing, making, and responding to music in the recorded lessons and additional follow-up experiences.

The series is divided into six units of learning. The units may be used individually or the series as an organizational core for the kindergarten music program.

Each unit contains the recorded lessons and a teacher's guide indicating the source and use of the materials in the lessons. All materials recorded or suggested for additional learning opportunities are provided in the unit kit.

The review tapes are designed to help the teacher evaluate the learning that has taken place. They also provide additional and review experiences relative to the concepts, skills, and appreciations of that unit. They may be used in whatever way the teacher finds most valuable (e.g., in short sections; as a lesson; repeated).

Additional learning experiences are suggested for the teacher to use in integrating the prepared lessons with her own materials and music program. The degree of follow-up will determine the ultimate value of the prepared lessons in the student's musical growth.

Unit F, VISUAL SYMBOLS OF SOUND, is a music reading readiness film. It should be used at the end of the year and only by those students who are ready to make the association of sight and sound.

THE FILMS AND TAPES SHOULD BE PREVIEWED BY THE TEACHER BEFORE THEIR USE IN THE CLASSROOM. THEY ARE INTENDED AS PARTICIPATION LESSONS WITH THE TEACHER AND STUDENTS BECOMING INVOLVED IN THE LEARNING EXPERIENCES AS INDICATED. WHEN RECORDS ARE PLAYED, CARE SHOULD BE TAKEN TO USE THE CORRECT SPEED AND NEEDLE.

GENERAL OBJECTIVES

1. To develop the concept of how sounds are made and how we hear them.
2. To help students find and use their singing voices in an expressive manner.
3. To develop concepts of the basic music elements of melody, rhythm, contrast, and form, through personal involvement with them.
4. To develop skills in listening and responding to the basic music elements of melody, rhythm, contrast, and form.
5. To develop appreciation, sensitivity and awareness of significant elements in music and their relationship to the student's life.
6. To stimulate group and individual participation in musical activities.
7. To provide interesting and satisfying musical experiences.
8. To prepare the student to associate sound with visual symbols.

O U T L I N E O F U N I T S

Unit A ... SOUNDS

- Lesson #1 -- "How Sounds Are Made and Heard" (Film)
- Lesson #2 -- "The Voice" (Film)
- Lesson #3 -- "A Review" (Tape)

Unit B ... PITCH AND MELODY

- Lesson #1 -- "High-Low" (Film)
- Lesson #2 -- "Melodic Contour" (Film)
- Lesson #3 -- "A Review" (Tape)

Unit C ... RHYTHM

- Lesson #1 -- "Feeling the Beat" (Film)
- Lesson #2 -- "Rhythm Patterns" (Film)
- Lesson #3 -- "A Review" (Tape)

Unit D ... CONTRASTS

- Lesson #1 -- "Tempo and Dynamics" (Film)
- Lesson #2 -- "Accompaniment" (Film)
- Lesson #3 -- "Mood" (Tape)

Unit E ... FORM

- Lesson #1 -- "Building Music from Melodies" (Film)
- Lesson #2 -- "A Review" (Tape)

Unit F ... VISUAL SYMBOLS OF SOUND

- Lesson #1 -- "Hearing What We See" (Film)

TEACHER ' S G U I D E

(Kindergarten)

UNIT A -- SOUNDS

Lesson #1 -- "How Sounds Are Made and Heard"

CONCEPTS

1. Sounds are produced by making something vibrate.
2. Sounds are heard. They come to our ears on waves through the air.
3. Sounds can be pleasant or just noise.

SKILLS

1. Listening attentively
2. Discriminating and assimilating sounds and their meanings

APPRECIATIONS

1. Recognizing the difference between noise and pleasant sounds
2. How sound is produced and transmitted

LEARNING OPPORTUNITIES in this lesson

1. Visual illustration of how sound is transmitted
2. Experimenting with how sounds are made (Hitting, plucking, rubbing, shaking)
3. Illustration of noise versus pleasant sounds
THE KINDERGARTEN BOOK (Our Singing World Series), Ginn & Co.
● "A Blue Bird Sings," p. 105
4. Discriminating and assimilating sounds (Draw picture or tell story)

VOCABULARY

1. Vibrate
2. Noise

TEACHER ' S G U I D E

(Kindergarten)

UNIT A -- SOUNDS

Lesson #1 -- "How Sounds Are Made and Heard"

ADDITIONAL LEARNING OPPORTUNITIES

1. Experiment with making sounds

Recommended material:

SOUNDS ALL AROUND, Pine & Levine, Whittlesey House,
McGraw-Hill
SOUND, Charles Neal, Follett Publishing Co.

2. Singing about sounds

THE KINDERGARTEN BOOK (Our Singing World Series), Ginn & Co.

- "Clapping and Stamping," p. 10
- "Time for School," p. 126
- Rhythm instrument songs, pp. 137-139
- "The Firemen," p. 65

MUSIC ROUND ABOUT US, Follett Publishing Co.

- "Sounds," p. 12 (pp. 8-13)

3. Listening to recorded sounds

Recommended material:

SOUNDS I CAN HEAR, Scott-Foresman & Co.

DISCOVERING MUSIC TOGETHER, Album L200, Follett Publishing Co.

4. Investigating and experimenting with other ways of transmitting sound

- Air
 - Radio, television, stethoscope
- Water
 - Sonar
- Earth
 - Hoofbeats, running
- Wood
 - Knocking
- Metal
 - Pipe tapping

TEACHER'S GUIDE

(Kindergarten)

UNIT A -- SOUNDS

Lesson #2 -- "The Voice"

CONCEPTS

1. The difference between the speaking and the singing voice
2. How vocal sound is produced

SKILLS

1. Developing the voice into a flexible, expressive instrument for speaking and singing
2. Developing the ability to hear and vocally match pitches and melodies
3. Developing good posture and breathing habits for singing

APPRECIATIONS

1. Becoming aware of the expressive quality of the voice
2. Becoming aware of the ability to match pitches and sing melodies in tune

LEARNING OPPORTUNITIES in this lesson

1. Discovering how sounds are made with the vocal chords
2. Using the voice in an expressive manner
3. Using the voice in an imitative manner
GOLDILOCKS AND THE THREE BEARS, Robert Southey
4. Chanting and singing a rhyme
Nursery Rhyme
 - "Peter, Peter Pumpkin Eater"
5. Learning to breath deeply and sing high-low pitches
6. Singing games
Finding the singing voice

Tone matching

VOCABULARY

1. Imitate

TEACHER'S GUIDE

(Kindergarten)

UNIT A -- SOUNDS

Lesson #2 -- "The Voice"

ADDITIONAL LEARNING OPPORTUNITIES

1. Saying, singing, dramatizing nursery rhymes
 - "Pussy Cat, Where Have You Been?"
 - Say and dramatize; sing as question--answer song using any high-low pattern
 - "Baa, Baa Black Sheep"
 - Chant; sing as question--answer song
2. Imitating sounds in poetry
 - THE KINDERGARTEN BOOK (Our Singing World Series), p. 123
Ginn & Co.
 - MUSIC ROUND ABOUT US, Follett Publishing Co.
 - "Drums of the Rain," p. 20
3. Imitating characters in stories
 - "The Little Red Hen"
 - "Three Billy Goats Gruff"
 - "The Three Little Pigs"
4. Singing songs expressively and in tune
 - THE KINDERGARTEN BOOK (Our Singing World Series), Ginn & Co.
 - "This Is My Sleepy Time," p. 34
 - "Come Along," p. 9
 - "Who Are You," p. 5 (tone matching)
 - "Doggy and Kitty," p. 110 (tone matching)
 - "I Went for a Ride," p. 115 (tone matching)
 - MUSIC ROUND ABOUT US, Follett Publishing Co.
 - "The Frog Concert," p. 15
 - "The Little Chickadee," p. 16 (tone matching)
 - "The Cuckoo," p. 17 (tone matching)
 - "Song of the Whipporwill," p. 21
 - "The Echo," p. 19
 - Tone Matching, pp. 13-14

TEACHER ' S G U I D E

(Kindergarten)

UNIT A -- SOUNDS

Lesson #3 -- "A Review"

Supplementary material to be used for review, additional learning opportunities and evaluation of concepts, skills, and appreciations.

LEARNING OPPORTUNITIES in this lesson

1. Review of how sound is produced and transmitted
2. Using the speaking voice to imitate sounds
Poem
 - "Bow-Wow"
3. Using the singing voice to imitate sounds (Tone Matching)
THE KINDERGARTEN BOOK (Our Singing World Series), Ginn & Co.
 - "The Hen," p. 118
4. Listening to recordings containing familiar sounds
CARNIVAL OF THE ANIMALS, Saint-Saens, RCA Victor
 - "Hens and Cocks"
 - "Royal March of the Lion"

A C K N O W L E D G M E N T S

Grateful acknowledgment is made to the following for permission to use and adapt or to duplicate recordings of copyrighted materials:

AMERICAN BOOK COMPANY, New York, New York, copyright owner of selections from Sharing Music, "Music for Young Americans Series," by Berg, Kjelson, Troth, Hooley and Wolverton.

AMERICAN FEDERATION OF MUSICIANS, 641 Lexington Avenue, New York, New York, for permission to duplicate union made recordings.

BOOSEY AND HAWKES, INC., New York, New York, copyright owner of "March" from "Soirees Musicales" by Rossini-Britten.

BOSTON MUSIC COMPANY, Boston, Massachusetts, copyright owners of "The Apple Tree," "The Little Mouse," and "Some Other Day" from Stories That Sing.

CHILDREN'S RECORD GUILD, New York, New York, for My Playful Scarf.

COOPERATIVE-RECREATION SERVICE, Delaware, Ohio, for "After School" from The Pagoda.

DURAND ET CIE, Paris, France, for "Parade," Ibert, copyright owner; Elkan Vogel, Inc., sole agent.

ELKAN-VOGEL COMPANY, INC., Philadelphia, Pennsylvania, copyright owner of "Hens and Cocks" and "Royal March of the Lion" from Carnival of the Animals, Saint-Saens.

FEARON PUBLISHERS, INC., Palo Alto, California, copyright owners of Threshold to Music by Mary Helen Richards, 1964.

GINN AND COMPANY, Boston, Massachusetts, for selections from Magic of Music--Kindergarten and Magic of Music Album MM-KA, MM-KD, MM-IA from "The Magic of Music Series"; The Kindergarten Book and Singing As We Play from "Our Singing World Series."

G. SCHIRMER, INC., New York, New York, copyright owner of "Walking Song," Tomson.

GRACE OLIN JORDAN for the poem "How They Walk."

HARCOURT, BRACE AND WORLD, INC., for "Whispers" from Whispers and Other Poems, 1958, by Myra Cohn Livingston. Recorded by permission.

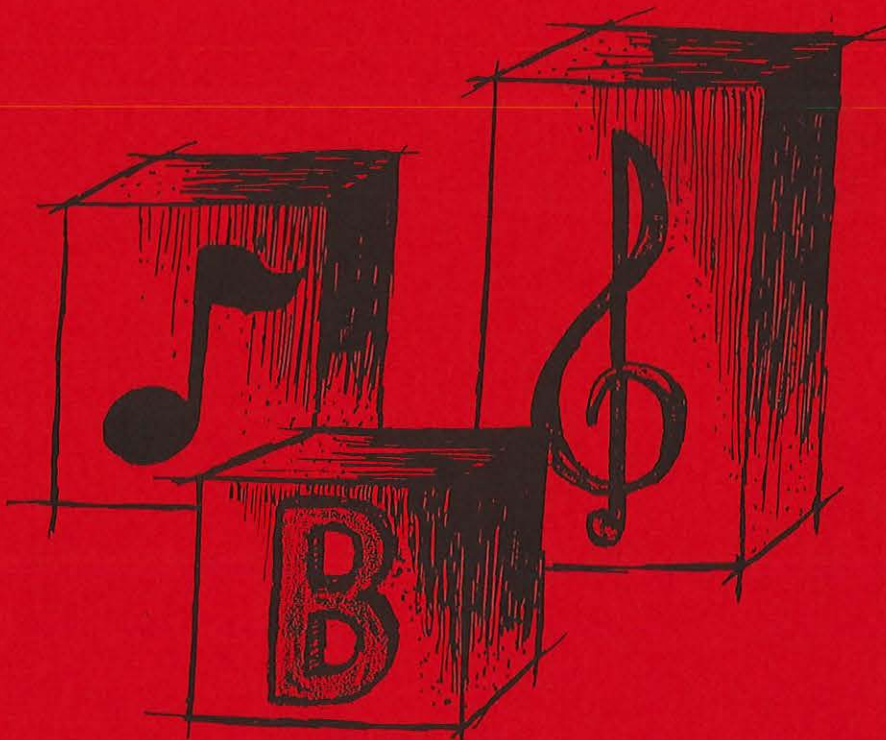
LAIDLAW BROTHERS, River Forest, Illinois, for "The Clock," by Alys E. Bentley.

PRENTICE-HALL, INC., Englewood Cliffs, New Jersey, for "I Put My Arms Up High," from Growing With Music--Kindergarten, Wilson, H. R., et.al., 1966.

RCA VICTOR RECORDS, Educational Department, New York, New York, for selections from Adventures in Music, Listening Activities, Music for Rhythm Bands, Rhythmic Activities, and Carnival of the Animals.

WASHINGTON NATIONAL SYMPHONY ORCHESTRA and Music Director Howard Mitchell for selections from Adventures in Music, Grade 1 and Grade 2.

THE KINDERGARTEN MUSIC SERIES



State of Iowa Department of Public Instruction

State of Iowa

1967

T H E K I N D E R G A R T E N M U S I C S E R I E S

A publication of the

William E. Hawks Special Music Project

UNIT B PITCH AND MELODY

State of Iowa

Department of Public Instruction

Des Moines, Iowa

1967

State of Iowa
DEPARTMENT OF PUBLIC INSTRUCTION
Des Moines, Iowa 50319

S T A T E B O A R D O F P U B L I C I N S T R U C T I O N

CHARLES W. ANTES, West Union, President
LESTER D. MENKE, Calumet, Vice President
DR. JACK D. FICKEL, Red Oak
SHERMAN W. HIRSCHLER, Fairfield
C. E. JUDD, Thompson
MRS. VIRGIL E. SHEPARD, Allison
MRS. EARL G. SIEVERS, Avoca
DR. J. M. WALTER, Ames
JOHN D. WARIN, Maloy

D E P A R T M E N T O F P U B L I C I N S T R U C T I O N

ADMINISTRATION

PAUL F. JOHNSTON, Superintendent of Public Instruction and
Executive Officer of State Board of Public
Instruction
DAVID H. BECHTEL, Administrative Assistant
W. T. EDGREN, Assistant Superintendent, Administration
L. N. JENSEN, Assistant Superintendent, Instruction

CURRICULUM AND INSTRUCTION BRANCH

William M. Baley, Associate Superintendent
William J. Edgar, Director of Curriculum

Booklet prepared by:

Norma Van Zee, Consultant, Special Music Project

I N T R O D U C T I O N

"The Kindergarten Music Series" is a partial fulfillment of the William Elisha Hawks' will. He died January 10, 1959, at Cambridge, Iowa, leaving the entire amount of his estate to "the Iowa state public school fund."

The money was to be used to "promote instruction in vocal music and proper development of the lungs of children attending kindergarten, first, and second grades in the public schools of the state of Iowa."

It was his belief that such training would result in said children becoming better citizens and more healthy persons.

The State Treasurer, Attorney General and Superintendent of Public Instruction administer the funds.

The Department of Public Instruction hired a Special Music Project consultant to plan and develop a music program, which will be available on a statewide basis, in accordance with the terms of the will. A first step is the "Kindergarten Music Series" which consists of this teachers' guide and the films, tapes, and materials necessary for implementing the outlined objectives of musical concepts, skills, and appreciations appropriate to this grade level.

As time permits, the consultant will further promote musical instruction through workshops at the local level.

F O R E W O R D T O T E A C H E R S

The films and tapes produced for this kindergarten music series are designed to help the student discover and develop concepts of the elements of music appropriate to the grade level. Skills and appreciations are introduced and developed as the student becomes involved in hearing, making, and responding to music in the recorded lessons and additional follow-up experiences.

The series is divided into six units of learning. The units may be used individually or the series as an organizational core for the kindergarten music program.

Each unit contains the recorded lessons and a teacher's guide indicating the source and use of the materials in the lessons. All materials recorded or suggested for additional learning opportunities are provided in the unit kit.

The review tapes are designed to help the teacher evaluate the learning that has taken place. They also provide additional and review experiences relative to the concepts, skills, and appreciations of that unit. They may be used in whatever way the teacher finds most valuable (e.g., in short sections; as a lesson; repeated).

Additional learning experiences are suggested for the teacher to use in integrating the prepared lessons with her own materials and music program. The degree of follow-up will determine the ultimate value of the prepared lessons in the student's musical growth.

Unit F, VISUAL SYMBOLS OF SOUND, is a music reading readiness film. It should be used at the end of the year and only by those students who are ready to make the association of sight and sound.

THE FILMS AND TAPES SHOULD BE PREVIEWED BY THE TEACHER BEFORE THEIR USE IN THE CLASSROOM. THEY ARE INTENDED AS PARTICIPATION LESSONS WITH THE TEACHER AND STUDENTS BECOMING INVOLVED IN THE LEARNING EXPERIENCES AS INDICATED. WHEN RECORDS ARE PLAYED, CARE SHOULD BE TAKEN TO USE THE CORRECT SPEED AND NEEDLE.

GENERAL OBJECTIVES

1. To develop the concept of how sounds are made and how we hear them.
2. To help students find and use their singing voices in an expressive manner.
3. To develop concepts of the basic music elements of melody, rhythm, contrast, and form, through personal involvement with them.
4. To develop skills in listening and responding to the basic music elements of melody, rhythm, contrast, and form.
5. To develop appreciation, sensitivity and awareness of significant elements in music and their relationship to the student's life.
6. To stimulate group and individual participation in musical activities.
7. To provide interesting and satisfying musical experiences.
8. To prepare the student to associate sound with visual symbols.

O U T L I N E O F U N I T S

Unit A ... SOUNDS

- Lesson #1 -- "How Sounds Are Made and Heard" (Film)
- Lesson #2 -- "The Voice" (Film)
- Lesson #3 -- "A Review" (Tape)

Unit B ... PITCH AND MELODY

- Lesson #1 -- "High-Low" (Film)
- Lesson #2 -- "Melodic Contour" (Film)
- Lesson #3 -- "A Review" (Tape)

Unit C ... RHYTHM

- Lesson #1 -- "Feeling the Beat" (Film)
- Lesson #2 -- "Rhythm Patterns" (Film)
- Lesson #3 -- "A Review" (Tape)

Unit D ... CONTRASTS

- Lesson #1 -- "Tempo and Dynamics" (Film)
- Lesson #2 -- "Accompaniment" (Film)
- Lesson #3 -- "Mood" (Tape)

Unit E ... FORM

- Lesson #1 -- "Building Music from Melodies" (Film)
- Lesson #2 -- "A Review" (Tape)

Unit F ... VISUAL SYMBOLS OF SOUND

- Lesson #1 -- "Hearing What We See" (Film)

TEACHER'S GUIDE

(Kindergarten)

UNIT B -- PITCH AND MELODY

Lesson #1 -- "High-Low"

CONCEPTS

1. Sounds may be high or low pitched
2. The voice can sing "high-low" pitches

SKILLS

1. Developing the ability to hear and match pitches vocally
2. Developing the ability to distinguish "high-low" sounds and objects
3. Applying concepts to new situations

APPRECIATIONS

1. The world contains many sounds of varying pitches
2. The voice can match some pitches
3. Small things usually produce high-pitched sounds. Large things usually produce low-pitched sounds

LEARNING OPPORTUNITIES in this lesson

1. Visual, aural, and physical experiences with "high-low" sounds
SINGING AS WE PLAY--Primer (Our Singing World Series),
Ginn & Co.
 - "Down, Up," p. 13MAGIC OF MUSIC--KINDERGARTEN, Ginn & Co.
 - "My Teeter-Totter," p. 140
2. Visual and aural experiences leading to the discovery that large things usually produce low-pitched sounds. Small things high-pitched sounds
3. Listening for "high-low" sounds in orchestral recordings
LISTENING ACTIVITIES, Vol. I, RCA Victor
 - "Legend of the Bells," Planquette

VOCABULARY

1. Pitch

TEACHER ' S G U I D E

(Kindergarten)

UNIT B -- PITCH AND MELODY

Lesson #1 -- "High-Low"

ADDITIONAL LEARNING OPPORTUNITIES

1. Verbalizing about and drawing pictures of things that are "high-low"
2. Invite a man in to sing in the bass register (contrast pitch to child's voice)
3. Play "high-low" pitches on the bells, autoharp or piano (relating pitch to size of bar and length of string. Play "see-saw" tunes on the piano)
4. Experiment with "high-low" sounds produced by rhythm instruments (e.g., triangle, two-toned wood block, drum)
5. Listening to recorded music to distinguish "high-low" pitches
LISTENING ACTIVITIES, Vol. 1, RCA Victor
 - "Sleeping Time," Pinto
(Read accompanying guide, pages 11-12, for teaching suggestions)
6. Singing songs containing "high-low" melodic patterns
MAGIC OF MUSIC--KINDERGARTEN, Ginn & Co.
 - "Have You Heard the Wind?" p. 51
 - "Sea Shell," p. 41
 - "Come, Dance in a Circle," p. 11SINGING AS WE PLAY--Primer (Our Singing World Series), Ginn & Co.
 - "Swing High," p. 16 (dramatize)
 - "Run, Run," p. 32
 - "See-Saw," p. 34 (dramatize)
 - "In the Sky," p. 42GROWING WITH MUSIC--KINDERGARTEN, Prentice-Hall, Inc.
 - "Jump Up," p. 102
 - "Froggie, Jump," p. 81

TEACHER'S GUIDE

(Kindergarten)

UNIT B -- PITCH AND MELODY

Lesson #2 -- "Melodic Contour"

CONCEPTS

1. Melody is a succession of pitches (either the same or different-- they step or jump)
2. Melody has shape

SKILLS

1. Hearing melodic movement
2. Imitating melodic patterns vocally

APPRECIATIONS

1. For the beauty of melodies
2. For the shape of things we hear as well as see

LEARNING OPPORTUNITIES in this lesson

1. Visualizing, drawing, and singing a melody that arches down-up-down
UNPUBLISHED
 - "Draw a Rainbow"
2. Visualizing, drawing, and singing a melody that steps up-down
STORIES THAT SING, Boston Music Co.
 - "The Apple Tree," p. 1
3. Reviewing melodies that jump up-and-down
SINGING AS WE PLAY--Primer (Our Singing World Series), Ginn & Co.
 - "Down, Up," p. 13
4. Visualizing, drawing, and singing a melody that stays on the same pitch
UNPUBLISHED
 - "Pit, Pat"
5. Singing questions and answers on high-low pitches
6. Listening to melodic patterns in recorded music with visual representation of melodic movement
ADVENTURES IN MUSIC, Grade 1, RCA Victor
 - "Dance of the Little Swans," Tchaikovsky

VOCABULARY

1. Arching

TEACHER'S GUIDE

(Kindergarten)

UNIT B -- PITCH AND MELODY

Lesson #2 -- "Melodic Contour"

ADDITIONAL LEARNING OPPORTUNITIES

1. Verbalizing about and drawing the shape of additional melodies that are sung or heard
2. Singing songs with obvious melodic patterns
 - MAGIC OF MUSIC--KINDERGARTEN, Ginn & Co.
 - "In Autumn," p. 44
 - "My Little Red Drum," p. 9
 - "Clap Together," p. 5
 - "The Little Tugboat," p. 146
 - "Five Little Chickadees," p. 144
 - "Sicilienne," p. 29 (piano)
 - "Have You Heard the Wind?" p. 51
 - GROWING WITH MUSIC--KINDERGARTEN, Prentice-Hall, Inc.
 - "I'm Tall, I'm Small," p. 76
 - "I Hear the Wind," p. 71
 - SINGING AS WE PLAY--Primer (Our Singing World Series), Ginn & Co.
 - "My Pony," p. 39
 - "Trot, Trot," p. 36
 - "One for the Money," p. 30
 - STORIES THAT SING, Boston Music Co.
 - "The Little Red House," p. 13
 - "Some Other Day," p. 15
3. Singing questions and answers with particular types of melodic patterns (stepping, jumping, repeated tones)
4. Acting out melodic patterns
 - STORIES THAT SING, Boston Music Co.
 - "The Little Mouse," p. 5
 - MAGIC OF MUSIC--KINDERGARTEN, Ginn & Co.
 - "Up and Down," p. 141
5. Listening to recorded music, and responding to the melodic contour with bodily movement
 - ADVENTURES IN MUSIC, Grade 1, RCA Victor
 - "Leap Frog," Bizet

TEACHER'S GUIDE

(Kindergarten)

UNIT B -- PITCH AND MELODY

Lesson #3 -- "A Review"

Supplementary material to be used for review, additional experience and evaluation of concepts, skills, and appreciations.

TEACHING SUGGESTIONS

1. The tape may be stopped at the conclusion of a question (a pause is provided) allowing the students to arrive at their own answers.
2. Teachers should listen to the tape before presenting it to their students.
3. The tape may be used in sections, in entirety or be repeated as the teacher sees the need.

MATERIALS NEEDED (To be passed out before listening to the tape)

1. Triangles
2. Rhythm sticks
3. Instrument pictures (cello, violin--borrow from music teacher)

LEARNING OPPORTUNITIES in this lesson

1. Listening to a melody played expressively in low-high pitched registers (relate to size of instrument)
 - "The Swan," Saint-Saens (cello-violin)
2. Singing a high-low melody
 - "Humpty-Dumpty"
3. Playing an instrument to high-low pitched melodies
MAGIC OF MUSIC--KINDERGARTEN, Ginn & Co.
 - "Once Upon a Time," p. 164
4. Review of melodic contour
STORIES THAT SING, Boston Music Co.
 - "Little Mouse," p. 5GROWING WITH MUSIC--KINDERGARTEN, Prentice-Hall, Inc.
 - "I Put My Arms Up High," p. 95
5. Discovery that melodies create different feelings (mood)
 - "The Swan," Saint-SaensADVENTURES IN MUSIC, Grade 1, RCA Victor
 - "March," Rossini-Britten

A C K N O W L E D G M E N T S

Grateful acknowledgment is made to the following for permission to use and adapt or to duplicate recordings of copyrighted materials:

AMERICAN BOOK COMPANY, New York, New York, copyright owner of selections from Sharing Music, "Music for Young Americans Series," by Berg, Kjelson, Troth, Hooley and Wolverton.

AMERICAN FEDERATION OF MUSICIANS, 641 Lexington Avenue, New York, New York, for permission to duplicate union made recordings.

BOOSEY AND HAWKES, INC., New York, New York, copyright owner of "March" from "Soirees Musicales" by Rossini-Britten.

BOSTON MUSIC COMPANY, Boston, Massachusetts, copyright owners of "The Apple Tree," "The Little Mouse," and "Some Other Day" from Stories That Sing.

CHILDREN'S RECORD GUILD, New York, New York, for My Playful Scarf.

COOPERATIVE-RECREATION SERVICE, Delaware, Ohio, for "After School" from The Pagoda.

DURAND ET CIE, Paris, France, for "Parade," Ibert, copyright owner; Elkan Vogel, Inc., sole agent.

ELKAN-VOGEL COMPANY, INC., Philadelphia, Pennsylvania, copyright owner of "Hens and Cocks" and "Royal March of the Lion" from Carnival of the Animals, Saint-Saens.

FEARON PUBLISHERS, INC., Palo Alto, California, copyright owners of Threshold to Music by Mary Helen Richards, 1964.

GINN AND COMPANY, Boston, Massachusetts, for selections from Magic of Music--Kindergarten and Magic of Music Album MM-KA, MM-KD, MM-IA from "The Magic of Music Series"; The Kindergarten Book and Singing As We Play from "Our Singing World Series."

G. SCHIRMER, INC., New York, New York, copyright owner of "Walking Song," Tomson.

GRACE OLIN JORDAN for the poem "How They Walk."

HARCOURT, BRACE AND WORLD, INC., for "Whispers" from Whispers and Other Poems, 1958, by Myra Cohn Livingston. Recorded by permission.

LAIDLAW BROTHERS, River Forest, Illinois, for "The Clock," by Alys E. Bentley.

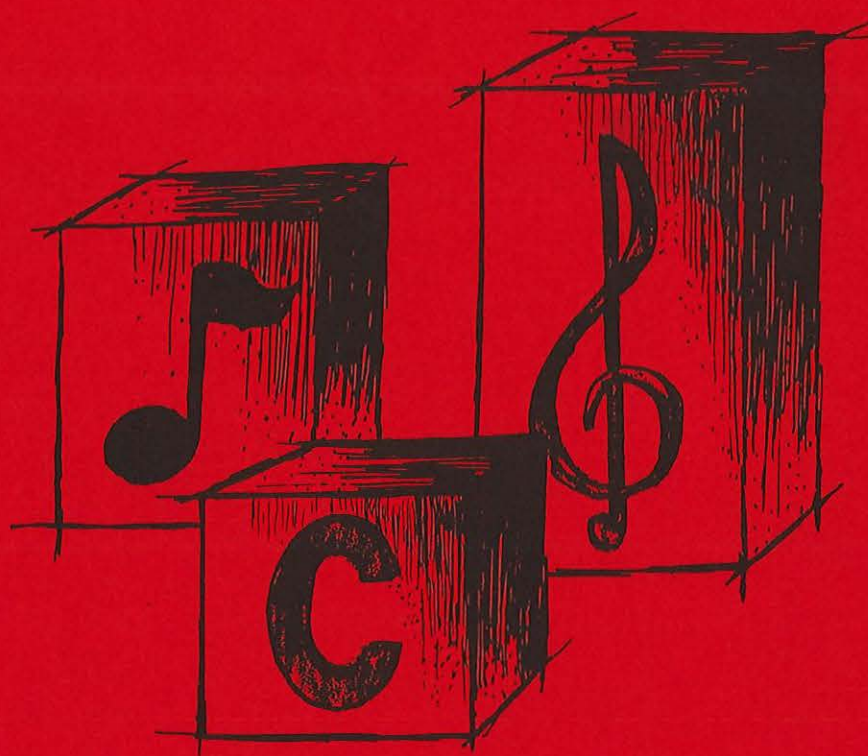
PRENTICE-HALL, INC., Englewood Cliffs, New Jersey, for "I Put My Arms Up High," from Growing With Music--Kindergarten, Wilson, H. R., et.al., 1966.

RCA VICTOR RECORDS, Educational Department, New York, New York, for selections from Adventures in Music, Listening Activities, Music for Rhythm Bands, Rhythmic Activities, and Carnival of the Animals.

WASHINGTON NATIONAL SYMPHONY ORCHESTRA and Music Director Howard Mitchell for selections from Adventures in Music, Grade 1 and Grade 2.

767C-173C

THE KINDERGARTEN MUSIC SERIES



State of Iowa Department of Public Instruction

State of Iowa

1967

T H E K I N D E R G A R T E N M U S I C S E R I E S

A publication of the

William E. Hawks Special Music Project

UNIT C RHYTHMS

State of Iowa

Department of Public Instruction

Des Moines, Iowa

1967

I N T R O D U C T I O N

"The Kindergarten Music Series" is a partial fulfillment of the William Elisha Hawks' will. He died January 10, 1959, at Cambridge, Iowa, leaving the entire amount of his estate to "the Iowa state public school fund."

The money was to be used to "promote instruction in vocal music and proper development of the lungs of children attending kindergarten, first, and second grades in the public schools of the state of Iowa."

It was his belief that such training would result in said children becoming better citizens and more healthy persons.

The State Treasurer, Attorney General and Superintendent of Public Instruction administer the funds.

The Department of Public Instruction hired a Special Music Project consultant to plan and develop a music program, which will be available on a statewide basis, in accordance with the terms of the will. A first step is the "Kindergarten Music Series" which consists of this teachers' guide and the films, tapes, and materials necessary for implementing the outlined objectives of musical concepts, skills, and appreciations appropriate to this grade level.

As time permits, the consultant will further promote musical instruction through workshops at the local level.

GENERAL OBJECTIVES

1. To develop the concept of how sounds are made and how we hear them.
2. To help students find and use their singing voices in an expressive manner.
3. To develop concepts of the basic music elements of melody, rhythm, contrast, and form, through personal involvement with them.
4. To develop skills in listening and responding to the basic music elements of melody, rhythm, contrast, and form.
5. To develop appreciation, sensitivity and awareness of significant elements in music and their relationship to the student's life.
6. To stimulate group and individual participation in musical activities.
7. To provide interesting and satisfying musical experiences.
8. To prepare the student to associate sound with visual symbols.

O U T L I N E O F U N I T S

Unit A ... SOUNDS

- Lesson #1 -- "How Sounds Are Made and Heard" (Film)
- Lesson #2 -- "The Voice" (Film)
- Lesson #3 -- "A Review" (Tape)

Unit B ... PITCH AND MELODY

- Lesson #1 -- "High-Low" (Film)
- Lesson #2 -- "Melodic Contour" (Film)
- Lesson #3 -- "A Review" (Tape)

Unit C ... RHYTHM

- Lesson #1 -- "Feeling the Beat" (Film)
- Lesson #2 -- "Rhythm Patterns" (Film)
- Lesson #3 -- "A Review" (Tape)

Unit D ... CONTRASTS

- Lesson #1 -- "Tempo and Dynamics" (Film)
- Lesson #2 -- "Accompaniment" (Film)
- Lesson #3 -- "Mood" (Tape)

Unit E ... FORM

- Lesson #1 -- "Building Music from Melodies" (Film)
- Lesson #2 -- "A Review" (Tape)

Unit F ... VISUAL SYMBOLS OF SOUND

- Lesson #1 -- "Hearing What We See" (Film)

State of Iowa
DEPARTMENT OF PUBLIC INSTRUCTION
Des Moines, Iowa 50319

S T A T E B O A R D O F P U B L I C I N S T R U C T I O N

CHARLES W. ANTES, West Union, President
LESTER D. MENKE, Calumet, Vice President
DR. JACK D. FICKEL, Red Oak
SHERMAN W. HIRSCHLER, Fairfield
C. E. JUDD, Thompson
MRS. VIRGIL E. SHEPARD, Allison
MRS. EARL G. SIEVERS, Avoca
DR. J. M. WALTER, Ames
JOHN D. WARIN, Maloy

D E P A R T M E N T O F P U B L I C I N S T R U C T I O N

ADMINISTRATION

PAUL F. JOHNSTON, Superintendent of Public Instruction and
Executive Officer of State Board of Public
Instruction
DAVID H. BECHTEL, Administrative Assistant
W. T. EDGREN, Assistant Superintendent, Administration
L. N. JENSEN, Assistant Superintendent, Instruction

CURRICULUM AND INSTRUCTION BRANCH

William M. Baley, Associate Superintendent
William J. Edgar, Director of Curriculum

Booklet prepared by:

Norma Van Zee, Consultant, Special Music Project

TEACHER'S GUIDE

(Kindergarten)

UNIT C -- RHYTHM

Lesson #1 -- "Feeling the Beat"

MATERIALS NEEDED (To be passed out before viewing film)

1. Rhythm sticks

CONCEPTS

1. The basic beat of rhythm in music is an evenly spaced, repeated sound or pulse over which words and melody flow
2. Rhythm is a fundamental element of music

SKILLS

1. Feeling the beat and responding to it

APPRECIATIONS

1. Realizing the importance of rhythm in the world and everyday life

LEARNING OPPORTUNITIES in this lesson

1. Hearing and responding to the beat in recorded music
RHYTHMIC ACTIVITIES, Vol. 2, RCA Victor
 - "Soldiers March," Schumann
 - "March," Hollaender
2. Visual experiences combined with hearing the beat
Animated march sequence: ticking clock
3. Singing, hearing, tapping the beat
THE KINDERGARTEN BOOK (Our Singing World Series), Ginn & Co.
 - "The Clock," p. 125
 - "Mary Had a Little Lamb," p. 116
4. Relating work and play rhythms to basic beat
5. Rhythm games
THRESHOLD TO MUSIC, CHART #1, Fearon Publishers

TEACHER ' S G U I D E

(Kindergarten)

UNIT C -- RHYTHMS

Lesson #1 -- "Feeling the Beat"

ADDITIONAL LEARNING OPPORTUNITIES

1. Verbalizing about and drawing pictures of things that recur in regular rhythm
 - Seasons
 - Traffic lights
 - Heartbeats
 - Leaky faucet
 - Windshield wipers

2. Experiences with "doing" things in rhythm
 - Pounding pegs
 - Coloring or painting to music or teacher's directions
 - Clap, chant, and step to the rhythm of music or poetry
 - "Pease, Porridge Hot"
 - "This Old Man"
 - "One, Two, Buckle My Shoe"
 - Playing instruments (accompany music)
 - Singing games
 - MAGIC OF MUSIC--KINDERGARTEN, Ginn & Co.
 - "Jump! Jump!" p. 132
 - "Take Your Little Hands," p. 10
 - SHARING MUSIC (Music for Young Americans Series), American Book Co.
 - "Where Is Thumpkin?" p. 12
 - "Stand Up and Look," p. 53
 - "A Hunting We Will Go," p. 87
 - "Pull the Oars," p. 33

3. Singing songs with a steady, even rhythm
 - MAGIC OF MUSIC--KINDERGARTEN, Ginn & Co.
 - "My Little Red Drum," p. 9
 - "Morning Bells Are Ringing," p. 103
 - "Battle Hymn of the Republic," p. 118
 - "Big Drum and Little Drum," p. 128
 - "Little Bunny, Hop, Hop," p. 133
 - "Dance, Indian Man," p. 136

(Continued on next page)

TEACHER ' S G U I D E

(Kindergarten)

UNIT C -- RHYTHMS

Lesson #1 -- "Feeling the Beat"

4. Listening to music (step and clap the beat)

MAGIC OF MUSIC--KINDERGARTEN, Ginn & Co.

- "Out for a Walk," p. 89
- "Puppets Walk," p. 111
- "March Slave," p. 127

MUSIC FOR RHYTHM BANDS, RCA Victor

- "Shadows," Schytte
- "Rataplan," Donizetti

5. Chanting words in rhythm (from pictures)

THRESHOLD TO MUSIC, CHART #3, Fearon Publishers

TEACHER'S GUIDE

(Kindergarten)

UNIT C -- RHYTHM

Lesson #2 -- "Rhythm Patterns"

CONCEPTS

1. There are rhythm patterns made up of long and/or short beats that occur within the basic beats
2. Rhythm patterns suggest various physical responses and moods
3. Some beats are "accented" (louder and stronger)

SKILLS

1. Feeling and responding to the accented beat
2. Distinguishing rhythm patterns and making appropriate physical responses
3. Clapping rhythm patterns from visual symbols

APPRECIATIONS

1. An understanding of the different rhythm patterns underlying various everyday activities
2. Rhythm patterns help express mood--feeling in music

LEARNING OPPORTUNITIES in this lesson

1. Visual, aural, and physical experience with the "accented" beat
SHARING MUSIC (Music for Young Americans Series),
American Book Co.
 - "The Bear Went Over the Mountain," p. 84
2. Chanting words to discover rhythm patterns
3. Visual and aural experiences with long-short beats in rhythm patterns
 - Bird names
 - Children's names

(Continued on next page)

TEACHER ' S G U I D E

(Kindergarten)

UNIT C -- RHYTHM

Lesson #2 -- "Rhythm Patterns"

MAGIC OF MUSIC--KINDERGARTEN, Ginn & Co.

- "Will You Come?" p. 8

4. Listening to recorded music for rhythm patterns

RHYTHMIC ACTIVITIES, Vol. 2, RCA Victor

- "March," (Alceste) Gluck
- "Skating," Kullak

MUSIC FOR RHYTHM BANDS, RCA Victor

- "Shadows," Schytte

VOCABULARY

1. Accent

TEACHER'S GUIDE

(Kindergarten)

UNIT C -- RHYTHM

Lesson #2 -- "Rhythm Patterns"

ADDITIONAL LEARNING OPPORTUNITIES

1. Chanting words and names to pick out rhythm patterns
2. Clap and chant patterns from visual symbols
THRESHOLD TO MUSIC, CHART #5, Fearon Publishers
3. Echo clapping games: children imitating teacher or creating own answer
4. Singing songs with various rhythm patterns and accented beats
MAGIC OF MUSIC--KINDERGARTEN, Ginn & Co.
 - "Morning Greeting," p. 2 (skipping)
 - "Good Afternoon," p. 6 (skipping)
 - "Resting Time," p. 14 (swaying)
 - "Go To Sleep," p. 92 (walking or rocking)
 - "Baby Steps and Giant Steps," p. 126 (run and walk)
 - "Pop! Goes the Weasel," p. 137 (skipping)SHARING MUSIC (Music for Young Americans Series), American Book Co.
 - "The Pony," p. 68 (walk and run)
 - "Drums and Sticks," p. 79 (accent drum beat)
 - "Long Summer Day," p. 58 (walk, run, skip)
5. Listening and moving to music with different rhythm patterns
MAGIC OF MUSIC--KINDERGARTEN, Ginn & Co.
 - "Promenade," p. 19 (walking)
 - "Czardas," p. 23 (running)
 - "Morning Stroll," p. 39 (walking)
 - "Birthday Parade," p. 63 (marching)
 - "March of the Toys," p. 76 (marching)
 - "Rustic Dance," p. 134 (skipping)SHARING MUSIC (Music for Young Americans Series), American Book Co.
 - "Little Study," p. 99 (running)
 - "Promenade," p. 99 (walking)

(Continued on next page)

TEACHER ' S G U I D E

(Kindergarten)

UNIT C -- RHYTHM

Lesson #2 -- "Rhythm Patterns"

RHYTHMIC ACTIVITIES, Vol. 2, RCA Victor

- "Happy and Light of Heart," Balfe (skipping)
- "L' Arabesque," Bergmuller (running)
- "Air de Ballet," Jadassohn (walking)
- "Praeludium," Jarnefelt (tiptoe and sway)

TEACHER'S GUIDE

(Kindergarten)

UNIT C -- RHYTHM

Lesson #3 -- "A Review"

Supplementary material to be used for review, additional learning opportunities and evaluations of concepts, skills, and appreciations.

MATERIALS NEEDED

1. 30 Scarves, one for each child

TEACHING SUGGESTIONS

1. LISTEN TO THE TAPE before playing it for the children
2. The children should be seated in a large circle
3. The materials to be passed out should be ready
4. There are several places where the teacher may want to stop the tape...a pause has been provided

LEARNING OPPORTUNITIES in this lesson

1. Listen for the steady beat in recorded music and responding to it with physical movement
MUSIC FOR RHYTHM BANDS, RCA Victor
 - "Shadows," SchytteSHARING MUSIC (Music for Young Americans Series), American Book Company
 - "Pull the Oars," p. 33
2. Responding with appropriate physical movements to different rhythm patterns in music
MY PLAYFUL SCARF, Boston Music Company
(run, sway, march)
3. Listening for and responding to the accented beat
MAGIC OF MUSIC--KINDERGARTEN, Ginn & Co.
 - "Dance, Indian Man," p. 136
4. Developing aural memory through rhythm "echo" game

A C K N O W L E D G M E N T S

Grateful acknowledgment is made to the following for permission to use and adapt or to duplicate recordings of copyrighted materials:

AMERICAN BOOK COMPANY, New York, New York, copyright owner of selections from Sharing Music, "Music for Young Americans Series," by Berg, Kjelson, Troth, Hooley and Wolverton.

AMERICAN FEDERATION OF MUSICIANS, 641 Lexington Avenue, New York, New York, for permission to duplicate union made recordings.

BOOSEY AND HAWKES, INC., New York, New York, copyright owner of "March" from "Soirees Musicales" by Rossini-Britten.

BOSTON MUSIC COMPANY, Boston, Massachusetts, copyright owners of "The Apple Tree," "The Little Mouse," and "Some Other Day" from Stories That Sing.

CHILDREN'S RECORD GUILD, New York, New York, for My Playful Scarf.

COOPERATIVE-RECREATION SERVICE, Delaware, Ohio, for "After School" from The Pagoda.

DURAND ET CIE, Paris, France, for "Parade," Ibert, copyright owner; Elkan Vogel, Inc., sole agent.

ELKAN-VOGEL COMPANY, INC., Philadelphia, Pennsylvania, copyright owner of "Hens and Cocks" and "Royal March of the Lion" from Carnival of the Animals, Saint-Saens.

FEARON PUBLISHERS, INC., Palo Alto, California, copyright owners of Threshold to Music by Mary Helen Richards, 1964.

GINN AND COMPANY, Boston, Massachusetts, for selections from Magic of Music--Kindergarten and Magic of Music Album MM-KA, MM-KD, MM-IA from "The Magic of Music Series"; The Kindergarten Book and Singing As We Play from "Our Singing World Series."

G. SCHIRMER, INC., New York, New York, copyright owner of "Walking Song," Tomson.

GRACE OLIN JORDAN for the poem "How They Walk."

HARCOURT, BRACE AND WORLD, INC., for "Whispers" from Whispers and Other Poems, 1958, by Myra Cohn Livingston. Recorded by permission.

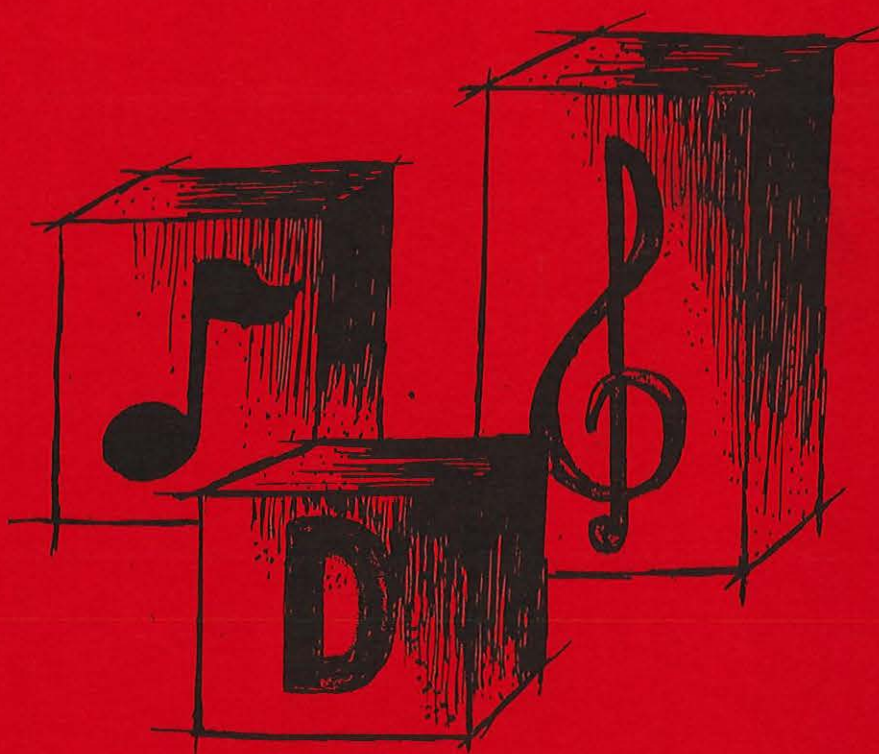
LAIDLAW BROTHERS, River Forest, Illinois, for "The Clock," by Alys E. Bentley.

PRENTICE-HALL, INC., Englewood Cliffs, New Jersey, for "I Put My Arms Up High," from Growing With Music--Kindergarten, Wilson, H. R., et.al., 1966.

RCA VICTOR RECORDS, Educational Department, New York, New York, for selections from Adventures in Music, Listening Activities, Music for Rhythm Bands, Rhythmic Activities, and Carnival of the Animals.

WASHINGTON NATIONAL SYMPHONY ORCHESTRA and Music Director Howard Mitchell for selections from Adventures in Music, Grade 1 and Grade 2.

THE KINDERGARTEN MUSIC SERIES



State of Iowa

1967

T H E K I N D E R G A R T E N M U S I C S E R I E S

A publication of the

William E. Hawks Special Music Project

UNIT D CONTRASTS

State of Iowa

Department of Public Instruction

Des Moines, Iowa

1967

State of Iowa
DEPARTMENT OF PUBLIC INSTRUCTION
Des Moines, Iowa 50319

S T A T E B O A R D O F P U B L I C I N S T R U C T I O N

CHARLES W. ANTES, West Union, President
LESTER D. MENKE, Calumet, Vice President
DR. JACK D. FICKEL, Red Oak
SHERMAN W. HIRSCHLER, Fairfield
C. E. JUDD, Thompson
MRS. VIRGIL E. SHEPARD, Allison
MRS. EARL G. SIEVERS, Avoca
DR. J. M. WALTER, Ames
JOHN D. WARIN, Maloy

D E P A R T M E N T O F P U B L I C I N S T R U C T I O N

ADMINISTRATION

PAUL F. JOHNSTON, Superintendent of Public Instruction and
Executive Officer of State Board of Public
Instruction
DAVID H. BECHTEL, Administrative Assistant
W. T. EDGREN, Assistant Superintendent, Administration
L. N. JENSEN, Assistant Superintendent, Instruction

CURRICULUM AND INSTRUCTION BRANCH

William M. Baley, Associate Superintendent
William J. Edgar, Director of Curriculum

Booklet prepared by:

Norma Van Zee, Consultant, Special Music Project

I N T R O D U C T I O N

"The Kindergarten Music Series" is a partial fulfillment of the William Elisha Hawks' will. He died January 10, 1959, at Cambridge, Iowa, leaving the entire amount of his estate to "the Iowa state public school fund."

The money was to be used to "promote instruction in vocal music and proper development of the lungs of children attending kindergarten, first, and second grades in the public schools of the state of Iowa."

It was his belief that such training would result in said children becoming better citizens and more healthy persons.

The State Treasurer, Attorney General and Superintendent of Public Instruction administer the funds.

The Department of Public Instruction hired a Special Music Project consultant to plan and develop a music program, which will be available on a statewide basis, in accordance with the terms of the will. A first step is the "Kindergarten Music Series" which consists of this teachers' guide and the films, tapes, and materials necessary for implementing the outlined objectives of musical concepts, skills, and appreciations appropriate to this grade level.

As time permits, the consultant will further promote musical instruction through workshops at the local level.

FOREWORD TO TEACHERS

The films and tapes produced for this kindergarten music series are designed to help the student discover and develop concepts of the elements of music appropriate to the grade level. Skills and appreciations are introduced and developed as the student becomes involved in hearing, making, and responding to music in the recorded lessons and additional follow-up experiences.

The series is divided into six units of learning. The units may be used individually or the series as an organizational core for the kindergarten music program.

Each unit contains the recorded lessons and a teacher's guide indicating the source and use of the materials in the lessons. All materials recorded or suggested for additional learning opportunities are provided in the unit kit.

The review tapes are designed to help the teacher evaluate the learning that has taken place. They also provide additional and review experiences relative to the concepts, skills, and appreciations of that unit. They may be used in whatever way the teacher finds most valuable (e.g., in short sections; as a lesson; repeated).

Additional learning experiences are suggested for the teacher to use in integrating the prepared lessons with her own materials and music program. The degree of follow-up will determine the ultimate value of the prepared lessons in the student's musical growth.

Unit F, VISUAL SYMBOLS OF SOUND, is a music reading readiness film. It should be used at the end of the year and only by those students who are ready to make the association of sight and sound.

THE FILMS AND TAPES SHOULD BE PREVIEWED BY THE TEACHER BEFORE THEIR USE IN THE CLASSROOM. THEY ARE INTENDED AS PARTICIPATION LESSONS WITH THE TEACHER AND STUDENTS BECOMING INVOLVED IN THE LEARNING EXPERIENCES AS INDICATED. WHEN RECORDS ARE PLAYED, CARE SHOULD BE TAKEN TO USE THE CORRECT SPEED AND NEEDLE.

GENERAL OBJECTIVES

1. To develop the concept of how sounds are made and how we hear them.
2. To help students find and use their singing voices in an expressive manner.
3. To develop concepts of the basic music elements of melody, rhythm, contrast, and form, through personal involvement with them.
4. To develop skills in listening and responding to the basic music elements of melody, rhythm, contrast, and form.
5. To develop appreciation, sensitivity and awareness of significant elements in music and their relationship to the student's life.
6. To stimulate group and individual participation in musical activities.
7. To provide interesting and satisfying musical experiences.
8. To prepare the student to associate sound with visual symbols.

O U T L I N E O F U N I T S

Unit A ... SOUNDS

- Lesson #1 -- "How Sounds Are Made and Heard" (Film)
- Lesson #2 -- "The Voice" (Film)
- Lesson #3 -- "A Review" (Tape)

Unit B ... PITCH AND MELODY

- Lesson #1 -- "High-Low" (Film)
- Lesson #2 -- "Melodic Contour" (Film)
- Lesson #3 -- "A Review" (Tape)

Unit C ... RHYTHM

- Lesson #1 -- "Feeling the Beat" (Film)
- Lesson #2 -- "Rhythm Patterns" (Film)
- Lesson #3 -- "A Review" (Tape)

Unit D ... CONTRASTS

- Lesson #1 -- "Tempo and Dynamics" (Film)
- Lesson #2 -- "Accompaniment" (Film)
- Lesson #3 -- "Mood" (Tape)

Unit E ... FORM

- Lesson #1 -- "Building Music from Melodies" (Film)
- Lesson #2 -- "A Review" (Tape)

Unit F ... VISUAL SYMBOLS OF SOUND

- Lesson #1 -- "Hearing What We See" (Film)

TEACHER ' S G U I D E

(Kindergarten)

UNIT D -- CONTRASTS

Lesson #1 -- "Tempo and Dynamics"

CONCEPTS

1. Music can move at different tempos (speed).
2. Music can be loud-soft (dynamic level).

SKILLS

1. Distinguishing different tempos and responding to them through singing, playing instruments, clapping, or bodily movement.
2. Distinguishing different dynamic levels and responding with appropriate type of singing, instruments, or bodily movements.

APPRECIATIONS

1. Things move at different speeds (tempo).
2. Sounds vary in their dynamic levels (loud-soft).
3. Contrasts in tempo-dynamics make music interesting and descriptive and help create various moods.

LEARNING OPPORTUNITIES in this lesson

1. Visual experience with contrast in size, shape, color.
MAGIC OF MUSIC, Album MM-1A, Ginn & Co.
 - "Elephants and Kitty Cats"NURSERY RHYME
 - "The Clock"
2. Aural and visual experience with contrast in tempo.
MAGIC OF MUSIC, Album MM-1A, Ginn & Co.
 - "Elephants and Kitty Cats"LISTENING ACTIVITIES, Vol. 1, RCA Victor
 - "Badinage," HerbertUNPUBLISHED
 - "The Train"NURSERY RHYME
 - "The Clock"

(Continued on next page)

TEACHER ' S G U I D E

(Kindergarten)

UNIT D -- CONTRASTS

Lesson #1 -- "Tempo and Dynamics"

3. Aural and visual experiences with contrast in dynamics.

MAGIC OF MUSIC, Album MM-1A, Ginn & Co.

- "Elephants and Kitty Cats"

OLD SINGING GAME

- "Mulberry Bush"

UNPUBLISHED

- "Echo Song"

ADVENTURES IN MUSIC, Grade 1, RCA Victor

- "Parade," Ibert

4. Responding to tempo-dynamic contrasts with bodily movement.

LISTENING ACTIVITIES, Vol. 1, RCA Victor

- "Badinage," Herbert

UNPUBLISHED

- "The Train"

NURSERY RHYME

- "The Clock"

ADVENTURES IN MUSIC, Grade 1, RCA Victor

- "Parade," Ibert

VOCABULARY

1. Contrast
2. Tempo
3. Dynamics

TEACHER ' S G U I D E

(Kindergarten)

UNIT D -- CONTRASTS

Lesson #1 -- "Tempo and Dynamics"

ADDITIONAL LEARNING OPPORTUNITIES

1. Dramatizing stories.

- "The Tortoise and the Hare" (tempo)
- "Three Billy Goats Gruff" (dynamics)
- "The Three Little Pigs" (dynamics)
- "Goldilocks and the Three Bears" (dynamics)

2. Chanting poems and rhymes at different tempos and dynamic levels.

3. Verbalizing about and drawing pictures of familiar things that move at varying tempos and/or produce sounds of different dynamic levels, e.g.,

- | | |
|---------------|------------------|
| ● earth mover | ● elephant |
| ● rocket | ● monkey |
| ● lawn mower | ● dynamite blast |
| ● broom | ● fire cracker |

4. Singing songs with tempo-dynamic variances.

MAGIC OF MUSIC--KINDERGARTEN, Ginn & Co.

- "Little Sir Echo," p. 12
- "Big Drum and Little Drum," p. 128
- "Baby Steps and Giant Steps," p. 126
- "Daddy's Lullaby," p. 93
- "A Big Surprise!" p. 112
- "What a Surprise!" p. 67
- "Whispers," p. 45

SHARING MUSIC (Music for Young Americans Series), American Book Co.

- "The North Wind," p. 42
- "Clumpity Clump," p. 62
- "My Tree House," p. 20

(Continued on next page)

TEACHER ' S G U I D E

(Kindergarten)

UNIT D -- CONTRASTS

Lesson #1 -- "Tempo and Dynamics"

5. Listening and responding to music with variations in tempo and dynamics.

MAGIC OF MUSIC, Album MM-1A, Ginn & Co.

- "Big Drum and Little Drum" (dynamics)
- "Baby Steps and Giant Steps" (tempo and dynamics)
- "Dinosaur" (dynamics)
- "Snow" (tempo)
- "Sparkling Snow" (tempo)

LISTENING ACTIVITIES, Vol. 1, RCA Victor

- "March of the Little Lead Soldiers," Pierne (tempo and dynamics)

ADVENTURES IN MUSIC, Grade 1, RCA Victor

- "The Ball," Bizet (tempo and dynamics)
- "Walking Song," Thomson, (tempo and dynamics)

6. Experiences with rhythm instruments in developing the concepts of tempo-dynamics.

- Compare the dynamics of the sounds produced by various instruments and the ways of playing them.
- Experiment with tempo changes to develop skill and understanding through hearing and doing.

TEACHER'S GUIDE

(Kindergarten)

UNIT D -- CONTRASTS

Lesson #2 -- "Accompaniment"

MATERIALS NEEDED (To be passed out before viewing the film)

1. Rhythm sticks

CONCEPTS

1. Music can contain melodies and accompaniments.
2. Accompaniments can be played on instruments with pitch or on rhythm type instruments.

SKILLS

1. Distinguishing between melody and accompaniment.
2. Distinguishing type of accompanying instrument.

APPRECIATIONS

1. Accompaniments can add interest and beauty to melodies.
2. Accompaniments can be chordal (on pitched instruments), descriptive and imitative, or rhythmic.

LEARNING OPPORTUNITIES in this lesson

1. Visual and aural experience with melody and chordal accompaniment.
THE KINDERGARTEN BOOK (Our Singing World Series), Ginn & Co.
 - "The Farmer in the Dell," p. 43
2. Listening to recorded music to discover what instruments are used as accompaniment.
MAGIC OF MUSIC, Album MM-1A, Ginn & Co.
 - "After School"
3. Playing an accompaniment on rhythm instruments.
MAGIC OF MUSIC--KINDERGARTEN, Ginn & Co.
 - "My Little Red Drum," p. 9

(Continued on next page)

TEACHER'S GUIDE

(Kindergarten)

UNIT D -- CONTRASTS

Lesson #2 -- "Accompaniment"

4. Selecting the appropriate type of instrument to accompany a song.

MAGIC OF MUSIC--KINDERGARTEN, Ginn & Co.

- "My Little Red Drum," p. 9

5. Creating a descriptive and imitative accompaniment for a rhyme.

MAGIC OF MUSIC--KINDERGARTEN, Ginn & Co.

- "Hickory-Dickory-Dock," p. 105

VOCABULARY

1. Accompany

2. Chord

TEACHER'S GUIDE

(Kindergarten)

UNIT D -- CONTRASTS

Lesson #2 -- "Accompaniment"

ADDITIONAL LEARNING OPPORTUNITIES

1. Experimenting with playing melodies and chords on diatonic bell sets and the piano keyboard; playing accompaniments on rhythm instruments.

2. Singing songs with and without accompaniment (verbalize about what the accompaniment adds to the music).

MAGIC OF MUSIC--KINDERGARTEN, Ginn & Co.

- "Lullaby From Turkey," p. 97 (piano)
- "Six Little Ducks," p. 145 (autoharp; chords F and C₇)
- "The Slumber Boat," p. 94 (piano)
- "Daddy's Lullaby," p. 93 (piano)
- "Without a Sound at All," p. 49 (piano)
- "For Health and Strength," p. 116 (G chord on autoharp)

SHARING MUSIC (Music for Young Americans Series), American Book Co.

- "Clumpity Clump," p. 62 (piano)
- "Bright Star," p. 39 (piano and triangle)

3. Adding rhythm instrument accompaniment to songs.

MAGIC OF MUSIC--KINDERGARTEN, Ginn & Co.

- "Down by the Station," p. 149 (sand blocks)
- "Dance, Indian Man," p. 136 (drum, sticks)
- "Little Bunny Hop Hop," p. 133 (sticks)
- "Big Drum and Little Drum," p. 128 (drum)
- "Battle Hymn of the Republic," p. 118 (drum, sticks)
- "To Paree," p. 115 (coconuts)
- "Morning Bells Are Ringing," p. 103 (G bell on each measure)
- "Santa's Helpers," p. 72 (jingle bells, sticks, triangle)
- "Butterfly," p. 56 (triangle)

SHARING MUSIC (Music for Young American Series), American Book Co.

- "Counting Song," p. 7 (sticks)
- "What Time Is It?" p. 15 (triangle)
- "The Delivery Boy," p. 27 (sticks, wood block)
- "The Train," p. 30 (sand blocks)
- "Listen to the Rain!" p. 38 (sticks or bells)
- "Robot," p. 48 (sticks)

(Continued on next page)

TEACHER ' S G U I D E

(Kindergarten)

UNIT D -- CONTRASTS

Lesson #2 -- "Accompaniment"

4. Listening to recorded music to distinguish melody-accompaniment
LISTENING ACTIVITIES, Vol. 1, RCA Victor

- "Lullaby," Brahms
- "Rock-a-bye-Baby"
- "Minuet," Paderewski
- "Gavotte," Popper

5. Adding sound effects and/or accompaniment to favorite poems and stories.

TEACHER ' S G U I D E

(Kindergarten)

UNIT D -- CONTRASTS

Lesson #3 -- "Mood"

TEACHING SUGGESTIONS

1. PLAY THE TAPE for yourself before playing it for your children.
2. Use as a review and evaluation of learning from Lessons #1 and #2. Make use of the pauses after questions to get class response.
3. Following each of the music excerpts at the end of the lesson is a sentence or two to stimulate discussion and a PAUSE on the tape. This allows you to stop the tape...get children's response to the music or play the entire selection (from the record which is provided) for their enjoyment and participation.
4. Guide books with the record provide excellent teaching suggestions that will help build the concept of MOOD and the elements that contribute to it. (TEMPO and DYNAMICS; MELODY; RHYTHM; INSTRUMENTATION)
5. Several children should be selected to act out the "Dinosaur" song.

CONCEPTS

1. Mood means how the music makes you feel.
2. Mood is developed through the combination of the elements of music. (Melody, rhythm, contrast in tempo and dynamics, accompaniment and type of instruments used, and the text)

SKILLS

1. Listening to music to discover the mood it creates and what elements contribute to it.
2. Vocally responding to mood with expressive singing.
3. Selecting a type of accompaniment to enhance the mood of a song.

(Continued on next page)

TEACHER'S GUIDE

(Kindergarten)

UNIT D -- CONTRASTS

Lesson #3 -- "Mood"

APPRECIATIONS

1. Music can arouse different emotions.
2. Individuals need not all have the same feeling about a piece of music.
3. The elements of music combine in different ways to create mood in music.

LEARNING OPPORTUNITIES in this lesson

1. Varying the tempo, rhythm, dynamics, and accompaniment to change the mood of a familiar song.
MAGIC OF MUSIC--KINDERGARTEN, Ginn & Co.
 - "Pop! Goes the Weasel," p. 137
2. Song texts can suggest a mood and the appropriate type of voice to use.
MAGIC OF MUSIC--KINDERGARTEN, Ginn & Co.
 - "Whispers," p. 45
 - "Dinosaur," Album MM-1A
3. Selection of accompaniment instrument to enhance the mood.
MAGIC OF MUSIC--KINDERGARTEN, Ginn & Co.
 - "Pop! Goes the Weasel," p. 137 (bell chord)
 - "Whispers," p. 45 (triangle)
4. Responding with bodily movements to mood, tempo, dynamics.
MAGIC OF MUSIC, Album MM-1A, Ginn & Co.
 - "Dinosaur"
5. Listening to recorded selections distinguishing moods and musical elements contributing to them.
ADVENTURES IN MUSIC, Grade 1, RCA Victor
 - "Parade," Ibert
 - "The Ball," Bizet
 - "Pantomime," KabalevskyLISTENING ACTIVITIES, Vol. 1, RCA Victor
 - "Lullaby," Brahms

VOCABULARY

1. Mood

A C K N O W L E D G M E N T S

Grateful acknowledgment is made to the following for permission to use and adapt or to duplicate recordings of copyrighted materials:

AMERICAN BOOK COMPANY, New York, New York, copyright owner of selections from Sharing Music, "Music for Young Americans Series," by Berg, Kjelson, Troth, Hooley and Wolverton.

AMERICAN FEDERATION OF MUSICIANS, 641 Lexington Avenue, New York, New York, for permission to duplicate union made recordings.

BOOSEY AND HAWKES, INC., New York, New York, copyright owner of "March" from "Soirees Musicales" by Rossini-Britten.

BOSTON MUSIC COMPANY, Boston, Massachusetts, copyright owners of "The Apple Tree," "The Little Mouse," and "Some Other Day" from Stories That Sing.

CHILDREN'S RECORD GUILD, New York, New York, for My Playful Scarf.

COOPERATIVE-RECREATION SERVICE, Delaware, Ohio, for "After School" from The Pagoda.

DURAND ET CIE, Paris, France, for "Parade," Ibert, copyright owner; Elkan Vogel, Inc., sole agent.

ELKAN-VOGEL COMPANY, INC., Philadelphia, Pennsylvania, copyright owner of "Hens and Cocks" and "Royal March of the Lion" from Carnival of the Animals, Saint-Saens.

FEARON PUBLISHERS, INC., Palo Alto, California, copyright owners of Threshold to Music by Mary Helen Richards, 1964.

GINN AND COMPANY, Boston, Massachusetts, for selections from Magic of Music--Kindergarten and Magic of Music Album MM-KA, MM-KD, MM-IA from "The Magic of Music Series"; The Kindergarten Book and Singing As We Play from "Our Singing World Series."

G. SCHIRMER, INC., New York, New York, copyright owner of "Walking Song," Tomson.

GRACE OLIN JORDAN for the poem "How They Walk."

HARCOURT, BRACE AND WORLD, INC., for "Whispers" from Whispers and Other Poems, 1958, by Myra Cohn Livingston. Recorded by permission.

LAIDLAW BROTHERS, River Forest, Illinois, for "The Clock," by Alys E. Bentley.

PRENTICE-HALL, INC., Englewood Cliffs, New Jersey, for "I Put My Arms Up High," from Growing With Music--Kindergarten, Wilson, H. R., et.al., 1966.

RCA VICTOR RECORDS, Educational Department, New York, New York, for selections from Adventures in Music, Listening Activities, Music for Rhythm Bands, Rhythmic Activities, and Carnival of the Animals.

WASHINGTON NATIONAL SYMPHONY ORCHESTRA and Music Director Howard Mitchell for selections from Adventures in Music, Grade 1 and Grade 2.

THE KINDERGARTEN MUSIC SERIES



State of Iowa

1967

THE KINDERGARTEN MUSIC SERIES

A publication of the
William E. Hawks Special Music Project

UNIT E FORM

State of Iowa

Department of Public Instruction

Des Moines, Iowa

1967

State of Iowa
DEPARTMENT OF PUBLIC INSTRUCTION
Des Moines, Iowa 50319

S T A T E B O A R D O F P U B L I C I N S T R U C T I O N

CHARLES W. ANTES, West Union, President
LESTER D. MENKE, Calumet, Vice President
DR. JACK D. FICKEL, Red Oak
SHERMAN W. HIRSCHLER, Fairfield
C. E. JUDD, Thompson
MRS. VIRGIL E. SHEPARD, Allison
MRS. EARL G. SIEVERS, Avoca
DR. J. M. WALTER, Ames
JOHN D. WARIN, Maloy

D E P A R T M E N T O F P U B L I C I N S T R U C T I O N

ADMINISTRATION

PAUL F. JOHNSTON, Superintendent of Public Instruction and
Executive Officer of State Board of Public
Instruction
DAVID H. BECHTEL, Administrative Assistant
W. T. EDGREN, Assistant Superintendent, Administration
L. N. JENSEN, Assistant Superintendent, Instruction

CURRICULUM AND INSTRUCTION BRANCH

William M. Baley, Associate Superintendent
William J. Edgar, Director of Curriculum

Booklet prepared by:

Norma Van Zee, Consultant, Special Music Project

I N T R O D U C T I O N

"The Kindergarten Music Series" is a partial fulfillment of the William Elisha Hawks' will. He died January 10, 1959, at Cambridge, Iowa, leaving the entire amount of his estate to "the Iowa state public school fund."

The money was to be used to "promote instruction in vocal music and proper development of the lungs of children attending kindergarten, first, and second grades in the public schools of the state of Iowa."

It was his belief that such training would result in said children becoming better citizens and more healthy persons.

The State Treasurer, Attorney General and Superintendent of Public Instruction administer the funds.

The Department of Public Instruction hired a Special Music Project consultant to plan and develop a music program, which will be available on a statewide basis, in accordance with the terms of the will. A first step is the "Kindergarten Music Series" which consists of this teachers' guide and the films, tapes, and materials necessary for implementing the outlined objectives of musical concepts, skills, and appreciations appropriate to this grade level.

As time permits, the consultant will further promote musical instruction through workshops at the local level.

FOREWORD TO TEACHERS

The films and tapes produced for this kindergarten music series are designed to help the student discover and develop concepts of the elements of music appropriate to the grade level. Skills and appreciations are introduced and developed as the student becomes involved in hearing, making, and responding to music in the recorded lessons and additional follow-up experiences.

The series is divided into six units of learning. The units may be used individually or the series as an organizational core for the kindergarten music program.

Each unit contains the recorded lessons and a teacher's guide indicating the source and use of the materials in the lessons. All materials recorded or suggested for additional learning opportunities are provided in the unit kit.

The review tapes are designed to help the teacher evaluate the learning that has taken place. They also provide additional and review experiences relative to the concepts, skills, and appreciations of that unit. They may be used in whatever way the teacher finds most valuable (e.g., in short sections; as a lesson; repeated).

Additional learning experiences are suggested for the teacher to use in integrating the prepared lessons with her own materials and music program. The degree of follow-up will determine the ultimate value of the prepared lessons in the student's musical growth.

Unit F, VISUAL SYMBOLS OF SOUND, is a music reading readiness film. It should be used at the end of the year and only by those students who are ready to make the association of sight and sound.

THE FILMS AND TAPES SHOULD BE PREVIEWED BY THE TEACHER BEFORE THEIR USE IN THE CLASSROOM. THEY ARE INTENDED AS PARTICIPATION LESSONS WITH THE TEACHER AND STUDENTS BECOMING INVOLVED IN THE LEARNING EXPERIENCES AS INDICATED. WHEN RECORDS ARE PLAYED, CARE SHOULD BE TAKEN TO USE THE CORRECT SPEED AND NEEDLE.

GENERAL OBJECTIVES

1. To develop the concept of how sounds are made and how we hear them.
2. To help students find and use their singing voices in an expressive manner.
3. To develop concepts of the basic music elements of melody, rhythm, contrast, and form, through personal involvement with them.
4. To develop skills in listening and responding to the basic music elements of melody, rhythm, contrast, and form.
5. To develop appreciation, sensitivity and awareness of significant elements in music and their relationship to the student's life.
6. To stimulate group and individual participation in musical activities.
7. To provide interesting and satisfying musical experiences.
8. To prepare the student to associate sound with visual symbols.

O U T L I N E O F U N I T S

Unit A ... SOUNDS

- Lesson #1 -- "How Sounds Are Made and Heard" (Film)
- Lesson #2 -- "The Voice" (Film)
- Lesson #3 -- "A Review" (Tape)

Unit B ... PITCH AND MELODY

- Lesson #1 -- "High-Low" (Film)
- Lesson #2 -- "Melodic Contour" (Film)
- Lesson #3 -- "A Review" (Tape)

Unit C ... RHYTHM

- Lesson #1 -- "Feeling the Beat" (Film)
- Lesson #2 -- "Rhythm Patterns" (Film)
- Lesson #3 -- "A Review" (Tape)

Unit D ... CONTRASTS

- Lesson #1 -- "Tempo and Dynamics" (Film)
- Lesson #2 -- "Accompaniment" (Film)
- Lesson #3 -- "Mood" (Tape)

Unit E ... FORM

- Lesson #1 -- "Building Music from Melodies" (Film)
- Lesson #2 -- "A Review" (Tape)

Unit F ... VISUAL SYMBOLS OF SOUND

- Lesson #1 -- "Hearing What We See" (Film)

TEACHER'S GUIDE

(Kindergarten)

UNIT E -- FORM

Lesson #1 -- "Building Music From Melodies"

CONCEPTS

1. Music is built by combining melodies (or larger melodic sections) that are alike, (REPEATED), almost alike, or different.
2. The way the melodies (parts or sections) are combined determines the form (organizational structure or design) of the music.

SKILLS

1. Ability to distinguish between melodies that are alike, almost alike, or different.
2. Ability to determine the general form of a musical composition.

APPRECIATIONS

1. A whole (complete thing) is built by combining parts.
2. The way the parts are combined determines what is built.
3. Combining parts in different ways makes things interesting.

LEARNING OPPORTUNITIES in this lesson

1. Visual and aural experience with building music from melodies that are alike, almost alike, and different.
 - THE KINDERGARTEN BOOK (Our Singing World Series), Ginn & Co.
 - "I'm a Spinning Top," p. 127 (repeated melody)
 - "Train," p. 132 (melodies "almost" alike)
 - "Elephant," p. 121 (melodies that are different)
 - LISTENING ACTIVITIES, Vol. II, RCA Victor
 - "The Wild Horseman," Schumann (repeated melody)
2. Visual and aural experience in distinguishing general form in a larger composition.
 - RHYTHMIC ACTIVITIES, Vol. 1, RCA Victor
 - "Fairies," Schubert

(Continued on next page)

TEACHER ' S G U I D E

(Kindergarten)

UNIT E -- FORM

Lesson #1 -- "Building Music From Melodies"

3. Concluding song illustrates the combination of a melody repeated exactly and a different melody repeated similarly as the parts used in building the songs.

SHARING MUSIC (Music for Young Americans Series), American Book Co.

- "Building Blocks," p.4

VOCABULARY

1. Repeat
2. Form

TEACHER ' S G U I D E

(Kindergarten)

UNIT E -- FORM

Lesson #1 -- "Building Music From Melodies"

ADDITIONAL LEARNING OPPORTUNITIES

1. Singing songs to discover how the parts (melodies that are alike, almost alike or different) are combined to build the song.

THE KINDERGARTEN BOOK (Our Singing World Series), Ginn & Co.

- "I Always Want My Teddy Bear," p. 60 (alike)
- "Clapping and Stamping," p. 10 (almost alike)
- "Skipping is Fun," p. 13 (almost alike)
- "Polly, Put the Kettle On," p. 33 (almost alike)
- "Frog in the Middle," p. 41 (almost alike)
- "Five Little Chickadees," p. 37 (different)

SHARING MUSIC (Music for Young Americans Series), American Book Co.

- "The Family," p. 11 (alike)
- "Mammy Loves," p. 20 (alike)
- "Helping Mother," p. 21 (almost alike)
- "Building-Block Garage," p. 5 (almost alike)
- "Lady, Lady!" p. 18 (different--3 parts)
- "Loo by Loo," p. 83 (different--3 parts)

MAGIC OF MUSIC--KINDERGARTEN, Ginn & Co.

- "Resting Time," p. 15 (alike)
- "Go To Sleep," p. 92 (alike)
- "Come, Dance in a Circle," p. 11 (almost alike)
- "Morning Bells are Ringing," p. 103 (almost alike)
- "Baby Steps and Giant Steps," p. 126 (different--3 parts)

2. Imitative and/or creative bodily movements in response to music indicating an understanding of melodic phrases and general form.

LISTENING ACTIVITIES, Vol. 2, RCA Victor

- "Waltz in A Flat," Brahms
- "Serenata," Moszkowski
- "Golliwogg's Cake Walk," Debussy
- "Andantino," Thomas
- "Light Cavalry Overture," von Suppé

(Read accompanying guide for teaching suggestions)

3. Drawing pictures and using crayons to indicate melodies that are alike, almost alike, or different in songs or recorded music.
4. Playing rhythm instruments to indicate an awareness and understanding of melodies that are alike, almost alike, or different and the ways they are combined to build the music.

TEACHER'S GUIDE

(Kindergarten)

UNIT E -- FORM

Lesson #2 -- "A Review"

Supplementary material to be used for review, additional experience and evaluation of concepts, skills, and appreciations.

MATERIALS NEEDED (To be passed out before listening to the tape)

1. Rhythm sticks
2. Triangles

LEARNING OPPORTUNITIES in this lesson

1. Aural experience in discriminating between melodies that are alike, almost alike, or different
 - SHARING MUSIC (Music for Young Americans Series), American Book Co.
 - "Listen to the Rain," p. 38
 - MAGIC OF MUSIC--KINDERGARTEN, Ginn & Co.
 - "Mr. Alligator," p. 148
 - LISTENING ACTIVITIES, Vol. 2, RCA Victor
 - "Melody in F," Rubinstein
2. Aural experience in developing understanding of the general form or structure of music
 - SHARING MUSIC (Music for Young Americans Series), American Book Co.
 - "Listen to the Rain," p. 38 (2 parts)
 - MAGIC OF MUSIC--KINDERGARTEN, Ginn & Co.
 - "Mr. Alligator," p. 148 (2 parts)
 - "Big Drum and Little Drum," p. 128 (3 parts)
3. Use of rhythm instruments and bodily movement to indicate melodic repetition and general form
 - LISTENING ACTIVITIES, Vol. 2, RCA Victor
 - "Melody in F," Rubinstein
 - MAGIC OF MUSIC--KINDERGARTEN, Ginn & Co.
 - "Big Drum and Little Drum," p. 128

A C K N O W L E D G M E N T S

Grateful acknowledgment is made to the following for permission to use and adapt or to duplicate recordings of copyrighted materials:

AMERICAN BOOK COMPANY, New York, New York, copyright owner of selections from Sharing Music, "Music for Young Americans Series," by Berg, Kjelson, Troth, Hooley and Wolverton.

AMERICAN FEDERATION OF MUSICIANS, 641 Lexington Avenue, New York, New York, for permission to duplicate union made recordings.

BOOSEY AND HAWKES, INC., New York, New York, copyright owner of "March" from "Soirees Musicales" by Rossini-Britten.

BOSTON MUSIC COMPANY, Boston, Massachusetts, copyright owners of "The Apple Tree," "The Little Mouse," and "Some Other Day" from Stories That Sing.

CHILDREN'S RECORD GUILD, New York, New York, for My Playful Scarf.

COOPERATIVE-RECREATION SERVICE, Delaware, Ohio, for "After School" from The Pagoda.

DURAND ET CIE, Paris, France, for "Parade," Ibert, copyright owner; Elkan Vogel, Inc., sole agent.

ELKAN-VOGEL COMPANY, INC., Philadelphia, Pennsylvania, copyright owner of "Hens and Cocks" and "Royal March of the Lion" from Carnival of the Animals, Saint-Saens.

FEARON PUBLISHERS, INC., Palo Alto, California, copyright owners of Threshold to Music by Mary Helen Richards, 1964.

GINN AND COMPANY, Boston, Massachusetts, for selections from Magic of Music--Kindergarten and Magic of Music Album MM-KA, MM-KD, MM-IA from "The Magic of Music Series"; The Kindergarten Book and Singing As We Play from "Our Singing World Series."

G. SCHIRMER, INC., New York, New York, copyright owner of "Walking Song," Tomson.

GRACE OLIN JORDAN for the poem "How They Walk."

HARCOURT, BRACE AND WORLD, INC., for "Whispers" from Whispers and Other Poems, 1958, by Myra Cohn Livingston. Recorded by permission.

LIDLAW BROTHERS, River Forest, Illinois, for "The Clock," by Alys E. Bentley.

PRENTICE-HALL, INC., Englewood Cliffs, New Jersey, for "I Put My Arms Up High," from Growing With Music--Kindergarten, Wilson, H. R., et.al., 1966.

RCA VICTOR RECORDS, Educational Department, New York, New York, for selections from Adventures in Music, Listening Activities, Music for Rhythm Bands, Rhythmic Activities, and Carnival of the Animals.

WASHINGTON NATIONAL SYMPHONY ORCHESTRA and Music Director Howard Mitchell for selections from Adventures in Music, Grade 1 and Grade 2.

THE KINDERGARTEN MUSIC SERIES



State of Iowa Department of Public Instruction

State of Iowa

1967

T H E K I N D E R G A R T E N M U S I C S E R I E S

A publication of the

William E. Hawks Special Music Project

UNIT F

VISUAL SYMBOLS OF SOUND

State of Iowa

Department of Public Instruction

Des Moines, Iowa

1967

State of Iowa
DEPARTMENT OF PUBLIC INSTRUCTION
Des Moines, Iowa 50319

S T A T E B O A R D O F P U B L I C I N S T R U C T I O N

CHARLES W. ANTES, West Union, President
LESTER D. MENKE, Calumet, Vice President
DR. JACK D. FICKEL, Red Oak
SHERMAN W. HIRSCHLER, Fairfield
C. E. JUDD, Thompson
MRS. VIRGIL E. SHEPARD, Allison
MRS. EARL G. SIEVERS, Avoca
DR. J. M. WALTER, Ames
JOHN D. WARIN, Maloy

D E P A R T M E N T O F P U B L I C I N S T R U C T I O N

ADMINISTRATION

PAUL F. JOHNSTON, Superintendent of Public Instruction and
Executive Officer of State Board of Public
Instruction
DAVID H. BECHTEL, Administrative Assistant
W. T. EDGREN, Assistant Superintendent, Administration
L. N. JENSEN, Assistant Superintendent, Instruction

CURRICULUM AND INSTRUCTION BRANCH

William M. Baley, Associate Superintendent
William J. Edgar, Director of Curriculum

Booklet prepared by:

Norma Van Zee, Consultant, Special Music Project

I N T R O D U C T I O N

"The Kindergarten Music Series" is a partial fulfillment of the William Elisha Hawks' will. He died January 10, 1959, at Cambridge, Iowa, leaving the entire amount of his estate to "the Iowa state public school fund."

The money was to be used to "promote instruction in vocal music and proper development of the lungs of children attending kindergarten, first, and second grades in the public schools of the state of Iowa."

It was his belief that such training would result in said children becoming better citizens and more healthy persons.

The State Treasurer, Attorney General and Superintendent of Public Instruction administer the funds.

The Department of Public Instruction hired a Special Music Project consultant to plan and develop a music program, which will be available on a statewide basis, in accordance with the terms of the will. A first step is the "Kindergarten Music Series" which consists of this teachers' guide and the films, tapes, and materials necessary for implementing the outlined objectives of musical concepts, skills, and appreciations appropriate to this grade level.

As time permits, the consultant will further promote musical instruction through workshops at the local level.

FOREWORD TO TEACHERS

The films and tapes produced for this kindergarten music series are designed to help the student discover and develop concepts of the elements of music appropriate to the grade level. Skills and appreciations are introduced and developed as the student becomes involved in hearing, making, and responding to music in the recorded lessons and additional follow-up experiences.

The series is divided into six units of learning. The units may be used individually or the series as an organizational core for the kindergarten music program.

Each unit contains the recorded lessons and a teacher's guide indicating the source and use of the materials in the lessons. All materials recorded or suggested for additional learning opportunities are provided in the unit kit.

The review tapes are designed to help the teacher evaluate the learning that has taken place. They also provide additional and review experiences relative to the concepts, skills, and appreciations of that unit. They may be used in whatever way the teacher finds most valuable (e.g., in short sections; as a lesson; repeated).

Additional learning experiences are suggested for the teacher to use in integrating the prepared lessons with her own materials and music program. The degree of follow-up will determine the ultimate value of the prepared lessons in the student's musical growth.

Unit F, VISUAL SYMBOLS OF SOUND, is a music reading readiness film. It should be used at the end of the year and only by those students who are ready to make the association of sight and sound.

THE FILMS AND TAPES SHOULD BE PREVIEWED BY THE TEACHER BEFORE THEIR USE IN THE CLASSROOM. THEY ARE INTENDED AS PARTICIPATION LESSONS WITH THE TEACHER AND STUDENTS BECOMING INVOLVED IN THE LEARNING EXPERIENCES AS INDICATED. WHEN RECORDS ARE PLAYED, CARE SHOULD BE TAKEN TO USE THE CORRECT SPEED AND NEEDLE.

GENERAL OBJECTIVES

1. To develop the concept of how sounds are made and how we hear them.
2. To help students find and use their singing voices in an expressive manner.
3. To develop concepts of the basic music elements of melody, rhythm, contrast, and form, through personal involvement with them.
4. To develop skills in listening and responding to the basic music elements of melody, rhythm, contrast, and form.
5. To develop appreciation, sensitivity and awareness of significant elements in music and their relationship to the student's life.
6. To stimulate group and individual participation in musical activities.
7. To provide interesting and satisfying musical experiences.
8. To prepare the student to associate sound with visual symbols.

O U T L I N E O F U N I T S

Unit A ... SOUNDS

- Lesson #1 -- "How Sounds Are Made and Heard" (Film)
- Lesson #2 -- "The Voice" (Film)
- Lesson #3 -- "A Review" (Tape)

Unit B ... PITCH AND MELODY

- Lesson #1 -- "High-Low" (Film)
- Lesson #2 -- "Melodic Contour" (Film)
- Lesson #3 -- "A Review" (Tape)

Unit C ... RHYTHM

- Lesson #1 -- "Feeling the Beat" (Film)
- Lesson #2 -- "Rhythm Patterns" (Film)
- Lesson #3 -- "A Review" (Tape)

Unit D ... CONTRASTS

- Lesson #1 -- "Tempo and Dynamics" (Film)
- Lesson #2 -- "Accompaniment" (Film)
- Lesson #3 -- "Mood" (Tape)

Unit E ... FORM

- Lesson #1 -- "Building Music from Melodies" (Film)
- Lesson #2 -- "A Review" (Tape)

Unit F ... VISUAL SYMBOLS OF SOUND

- Lesson #1 -- "Hearing What We See" (Film)

TEACHER ' S G U I D E

(Kindergarten)

UNIT F -- VISUAL SYMBOLS OF SOUND

Lesson #1 -- "Hearing What We See"

TEACHING SUGGESTION

1. This lesson should be used at the end of the school year by those ready to make this association.

CONCEPTS

1. Melodic direction and contour can be represented visually.
2. Rhythm and rhythm patterns can be represented visually.

SKILLS

1. Singing, playing, and dramatizing melodies from visual symbols.
2. Playing, chanting, clapping, and moving to visual symbols of rhythm patterns.

APPRECIATIONS

1. Awareness that sounds may be represented by symbols.
2. Awareness of what sounds and looks alike--different.

LEARNING OPPORTUNITIES in this lesson

1. Visual and aural experience with melodic direction in recorded music.
ADVENTURES IN MUSIC, Grade 1, RCA Victor
 - "Leap Frog," Bizet
2. Visual and aural experience with melodic direction and contour through the use of pictures and hand movements.
UNPUBLISHED
 - "Down-Down"
 - "Over the Bridge"
3. Tone matching on simple melodic patterns.
4. Responding through clapping, chanting, and moving to symbols of various rhythm patterns.
CHILDHOOD GAME
 - "Ring-Around-a-Rosy"MAGIC OF MUSIC--KINDERGARTEN, Ginn & Co.
 - "The Story of Peter Rabbit," p. 165

TEACHER'S GUIDE

(Kindergarten)

UNIT F -- VISUAL SYMBOLS OF SOUND

Lesson #1 -- "Hearing What We See"

ADDITIONAL LEARNING OPPORTUNITIES

1. Verbalize about and interpret rhythm and melody patterns from pictures.

SINGING AS WE PLAY--Primer (Our Singing World Series),
Ginn & Co., pp. 6, 7, 11-13, 16-25, 28, 31, 33-35, 36,
39-45. (DO NOT USE NOTATION...let children originate
words and melody)

MAGIC OF MUSIC--KINDERGARTEN, Ginn & Co.

- "Will You Come," p. 8 (walk, run)
 - "Little Sir Echo," p. 12
 - "Our Furry Friends," p. 22, 25, 28, 32
 - "A Little Boy Went Walking," p. 42
 - "Down, Down," p. 45 (dramatize)
 - "Without a Sound at All," p. 49 (dramatize)
 - "Have You Heard the Wind," p. 51 (dramatize)
 - "My Teeter-Totter," p. 140 (dramatize)
 - "The Lancers," p. 138 (gallop)
 - "March Slave," p. 127 (slow walk)
 - "The Bells in the Steeple," p. 88 (dramatize)
2. Draw the shape of original melodies on the blackboard. Sing and dramatize from drawing.
 3. Use hand and body movement to visualize melodic direction and contour.
 4. Create original pictures to indicate melody and rhythm patterns. Perform them individually or as a group.
 5. Play melody and rhythm instruments from visual symbols.
 6. Select pictures to illustrate the type of rhythmic movement or melodic direction in recorded music.

ADVENTURES IN MUSIC, Grade 1, RCA Victor

- "Walking Song," Thomson (walking)
- "Parade," Ibert (marching)
- "The Ball," Bizet (running)
- "Cradle Song," Bizet (rocking, swaying)
- "Pantomime," Kabalevsky (slow, heavy walk)
- "Ballet of the Unhatched Chicks," Moussorgsky (pecking)
- "Ballet of the Sylphs," Berlioz (melodic contour)

A C K N O W L E D G M E N T S

Grateful acknowledgment is made to the following for permission to use and adapt or to duplicate recordings of copyrighted materials:

AMERICAN BOOK COMPANY, New York, New York, copyright owner of selections from Sharing Music, "Music for Young Americans Series," by Berg, Kjelson, Troth, Hooley and Wolverton.

AMERICAN FEDERATION OF MUSICIANS, 641 Lexington Avenue, New York, New York, for permission to duplicate union made recordings.

BOOSEY AND HAWKES, INC., New York, New York, copyright owner of "March" from "Soirees Musicales" by Rossini-Britten.

BOSTON MUSIC COMPANY, Boston, Massachusetts, copyright owners of "The Apple Tree," "The Little Mouse," and "Some Other Day" from Stories That Sing.

CHILDREN'S RECORD GUILD, New York, New York, for My Playful Scarf.

COOPERATIVE-RECREATION SERVICE, Delaware, Ohio, for "After School" from The Pagoda.

DURAND ET CIE, Paris, France, for "Parade," Ibert, copyright owner; Elkan Vogel, Inc., sole agent.

ELKAN-VOGEL COMPANY, INC., Philadelphia, Pennsylvania, copyright owner of "Hens and Cocks" and "Royal March of the Lion" from Carnival of the Animals, Saint-Saens.

FEARON PUBLISHERS, INC., Palo Alto, California, copyright owners of Threshold to Music by Mary Helen Richards, 1964.

GINN AND COMPANY, Boston, Massachusetts, for selections from Magic of Music--Kindergarten and Magic of Music Album MM-KA, MM-KD, MM-IA from "The Magic of Music Series"; The Kindergarten Book and Singing As We Play from "Our Singing World Series."

G. SCHIRMER, INC., New York, New York, copyright owner of "Walking Song," Tomson.

GRACE OLIN JORDAN for the poem "How They Walk."

HARCOURT, BRACE AND WORLD, INC., for "Whispers" from Whispers and Other Poems, 1958, by Myra Cohn Livingston. Recorded by permission.

LAIDLAW BROTHERS, River Forest, Illinois, for "The Clock," by Alys E. Bentley.

PRENTICE-HALL, INC., Englewood Cliffs, New Jersey, for "I Put My Arms Up High," from Growing With Music--Kindergarten, Wilson, H. R., et.al., 1966.

RCA VICTOR RECORDS, Educational Department, New York, New York, for selections from Adventures in Music, Listening Activities, Music for Rhythm Bands, Rhythmic Activities, and Carnival of the Animals.

WASHINGTON NATIONAL SYMPHONY ORCHESTRA and Music Director Howard Mitchell for selections from Adventures in Music, Grade 1 and Grade 2.

