

Kindergarten American Online School

MUSIC EDUCATION CURRICULUM

Exploring Rhythm, Song, and Nature Sounds

Version June/2025

1. Introduction

The Role of Music Education in Kindergarten

In Kindergarten, music education introduces children to the basic elements of music through play and movement. Students will begin to explore rhythm, melody, and sound through songs, body movements, and listening activities. This curriculum encourages children to engage with music not only through their voices but also with their bodies and the world around them. By the end of the year, students will gain confidence in their ability to sing, move to music, and identify different sounds in nature.

By the end of this course, students will:

- ✓ Understand and respond to rhythm through body movement.
- ✓ Sing familiar songs with ease and expressively.
- ✓ Explore and mimic sounds from nature and everyday life.
- ✓ Participate in simple music activities that promote creativity and self-expression.

2. Core Competence Areas

MUS.1 Rhythm and Movement – “Rhythm and Movement”

Learning Outcomes

By the end of this course, students will be able to:

- ✓ Follow the beat of music with clapping, tapping, or dancing.
- ✓ Move their bodies to different rhythms and tempos.
- ✓ Identify simple patterns in music through movement.

Competencies

MUS.1.A.1 – Responding to rhythm through movement

- Clap or tap to a steady beat.
- Dance or sway to different types of music (e.g., slow, fast, upbeat).

MUS.1.A.2 – Exploring body movement and music

- Use scarves or ribbons to visualize rhythm and movement.
- Participate in simple action songs like “Head, Shoulders, Knees, and Toes.”

MUS.2 Singing Songs – “Singing Songs” Learning Outcomes

By the end of this unit, students will be able to:

- ✓ Sing familiar songs with clear pitch and rhythm.
- ✓ Recognize and follow simple melodies.
- ✓ Understand the connection between song lyrics and emotions.

Competencies

MUS.2.A.1 – Singing familiar tunes

- Sing along with songs like “Twinkle, Twinkle, Little Star” or “If You’re Happy and You Know It.”
- Practice group singing and echoing back simple melodies.

MUS.2.A.2 – Expressing through voice

- Vary the volume (loud/soft) and speed (fast/slow) of songs.
 - Use hand gestures and facial expressions to convey the mood of the song.
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MUS.3 Sing a Song – “Sing a Song”

Learning Outcomes

By the end of this unit, students will be able to:

- ✓ Sing short songs independently.
- ✓ Follow along with simple lyrics and melodies.
- ✓ Share songs with peers, demonstrating confidence.

Competencies

MUS.3.A.1 – Independent song performance

- Sing songs from memory during class activities and routines.
- Practice solo singing in front of peers with support from the teacher.

MUS.3.A.2 – Using songs to tell stories

- Sing songs that tell a simple story (e.g., “Old MacDonald Had a Farm” or “The Wheels on the Bus”).
 - Use props or hand movements to enhance the storytelling.
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MUS.4 Music in Nature – “Music in Nature”

Learning Outcomes

By the end of this unit, students will be able to:

- ✓ Identify and mimic sounds found in nature (e.g., birds, wind, water).
- ✓ Understand how nature inspires music and rhythm.
- ✓ Use natural materials to create sound (e.g., sticks, leaves, stones).

Competencies

MUS.4.A.1 – Listening to nature sounds

- Go on a “listening walk” to identify and mimic sounds like wind, rain, or bird calls.
- Use body percussion (e.g., stomping feet, clapping hands) to mimic nature’s rhythms.

MUS.4.A.2 – Creating music with natural materials

- Create simple instruments using nature (e.g., leaf rattles, rock xylophones).
- Make soundscapes by combining nature sounds with rhythmic movements.

3. Assessment and Evaluation

Formative Assessments – Interactive Participation

- ✓ Active participation in rhythm and movement activities.
- ✓ Individual and group song performances.
- ✓ Observation of listening skills during nature walks and sound identification.

Summative Assessments – Final Projects and Presentations

- ✓ End-of-unit song performance or group music creation.
- ✓ Nature sound exploration project with visual representation.
- ✓ Final performance showcasing rhythm and singing skills.

Authentic Assessment – Daily Practice and Reflection

- ✓ “My Favorite Song” journal with pictures and reflections.
 - ✓ Peer and teacher feedback on song performances.
 - ✓ Nature sound log with student observations and recordings.
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4. Instructional Strategies for Online Learning

Engaging and Playful

- ✓ Use games, songs, and movement to build musical fluency.
- ✓ Provide lots of visual and auditory cues to aid memory and engagement.

Creative and Exploratory

- ✓ Encourage exploration of music using different instruments, voices, and natural objects.
- ✓ Use storytelling through music to engage children's imagination.

Culturally Inclusive

- ✓ Introduce sounds, songs, and instruments from different cultures and environments.
- ✓ Create a classroom "music tree" where each student can add something they've learned from different parts of the world.

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