

Kindergarten *Goals for the Year*

1. To develop basic musical knowledge: musical hearing and discrimination of sound, feeling of rhythm, beat, and tone color
2. To lead the child to a love of singing, to sing clearly in tune in groups and alone, and to move together harmoniously (locomotor coordination).
3. To awaken in the child an interest for music and to form musical tastes through correct performance of melodies.
4. To influence the sensitivity of the child and to help develop through music a feeling for aesthetics.
5. To develop the body in breathing, walking, and moving.

Materials

Approximately 80 songs, finger-plays, chants, and rhymes will be learned. Rhythm and a feeling for beat are developed in action- and game-songs, marches, finger-plays, and in chanting rhymes in unison. Songs used generally deal with the child's environment (animals, seasons, holidays) and are carefully selected with regard to range and rhythmic difficulty.

Training in kindergarten is done without the conscious awareness of the child. Teaching of musical concepts will begin in Level 1.

Curriculum

Level 1

1. Rhythm and Beat:
 - Ta (Quarter note)
 - Ti-Ti (Eighth note)
 - Rest (Quarter note)
2. Melody:
 - High and low sounds, soft and loud
 - Do Mi So La
 - Staff
 - Pitch matching games
3. Harmony:
 - Intervals formed by the four notes studied (steps, thirds, fourths, fifths, sixths)
4. Form:
 - Question and answer
 - Similarities and differences
5. Literature:
 - Approximately 50 songs and games songs are taught by rote or notation.
 - Two-part songs, partner songs, ostinatos and dances also form repertoire.

Curriculum

Level 2

1. Rhythm:
 - Meters in time 2, 3, and 4, and upbeat
 - Accent, strong beat, barlines, measures, repeat signs, first and second endings
 - Conducting
 - Fast and slow
 - Note values: half, whole, dotted half notes, and half and whole rests

2. Melody:
 - New sounds: Re, Do (high), La, So (low)
 - Scales: Pentatonic scales

3. Harmony:
 - Intervals of the pentatonic scale

4. Form:
 - Question and answer
 - Similarities and differences in song lines

5. Literature:
 - Approximately 60 songs, many of which are memorized with words and syllables
 - Singing games
 - Two- and three-part rounds
 - Partner songs
 - Ostinatos
 - Dances

Curriculum

Level 3

1. Rhythm:
 - Traditional note names are learned: whole, half, quarter, eighth, sixteenth
 - Freestanding eighth notes and eighth rests
 - Syncopations
 - Dotted rhythms

2. Melody:
 - Fa and Ti (whole and half steps)
 - Pentaton scales with passing sounds
 - Five-note scales, major and minor (pentachords)
 - Seven-note major and (natural) minor scales
 - Dynamics, marks of expression

3. Harmony:
 - Chords: major and minor triads
 - Intervals of the major and natural minor scales

4. Form:
 - Question and answer
 - Similarities and differences in lines
 - Naming of musical sentences with letters
 - Variation

5. Literature:
 - Approximately 60 songs, many of which are memorized
 - Singing games and dances
 - American and international folk songs
 - Two-part songs, descants
 - Partner songs
 - Rounds
 - Ostinatos

6. Reading:
 - Music reading will be practiced from:
 - Rhythmic notation
 - Syllable ladder (so, re, mi...)
 - “Living piano” (each child represents a note)
 - Hand signs
 - Staff

Curriculum

Upper Levels

1. Rhythm and Meter:
 - Syncopations and dotted rhythms
 - Diminished and delayed syncopations
 - Diminished dotted rhythms
 - $3/8$ and $6/8$ meters

2. Scales:
 - Pentaton
 - Penta- and hexachords
 - Major and minor scales
 - Altered notes
 - Chromatic scale

3. Harmony:
 - Intervals
 - Chords, triads, inversions
 - Cadences
 - Figuration

4. Notation:
 - Absolute and relative pitch
 - Grand staff
 - History of musical notation
 - Dynamic marks

5. Music History:
 - General outline of music history
 - History of the orchestra
 - Introduction to the great composers

6. Literature:
 - National and international folk songs
 - Classical music
 - Rounds, partner songs
 - A capella and accompanied choral music
 - Dances

Music Curriculum

Music curriculum at Our Lady of Mount Carmel School is based largely on the sequential music education approach known as the Kodaly Method. This well-known and very fine method was adapted for American schools from the original Hungarian model by Katinka Daniel. Her many excellent books comprise much of the teaching material and song literature used in the classes. The “Levels” of the curriculum do not necessarily correspond to class grades (excepting that of Kindergarten), but rather, to musical levels. The curriculum under Level 3, for example, may be continued into classroom grade four or five. Curriculum listed under “Upper Levels” would generally begin in classroom grade five and continue through middle school.