

SYLLABUS

Teacher	Markarian, Dzovig
E-mail	dzovigm@sbcglobal.net
Phone	818-279-3078
Conference Hours	By appointment

Course Name	Music
Course Number	
Grade Level	Kindergarten
Textbooks	None
Resources	None
Required Materials	None

Course Description:

The goal of this course is to support, nurture, enrich and encourage self-expression of kindergarten students, and raise their artistic and aesthetic awareness of the world through music.

In music class, young students will be invited to explore their world through their senses, by participating in singing, dancing and instrumental performance activities, as well as by listening to classical and world music masterpieces, and drawing and sharing their impressions in a positive and nurturing environment.

The music program designed for the kindergarten class combines the Visual and Performing Arts Standards set by the California Department of Education, which includes recognizing, basic reading and writing of music, responding to as well as performing beats and melodies on simple classroom band instruments, to a sensitive group choral performance of bilingual repertoire, from Armenian patriotic songs to Christmas, Spring, Easter, Earth songs and other favorite musical numbers.

Students will be primarily learning short songs that illustrate the standards of the discipline, such as high/low, fast/slow, loud/soft, by echoing, singing-along, dancing and clapping or drumming to the beat, and imitating the lyrics with their hands, body and facial expressions. Musical learning in kindergarten adopts many games, such as memory games involving the lyrics and the melody, mimicking, acting up a song, etc.

The special focus of this class consists of Armenian dance music, through which students learn to listen to, recognize and respond to beats and melody, by using non-pitched percussion instruments for beat such as tambourines, cymbals, and triangles; and dance scarves, rainbow ribbons, tuned bells, xylophones and slide whistles for melody.

ESLRs Addressed

1a	1b	1c	2a	2b	2c	3a	3b	3c	4a	4b	4c	5a	5b	5c
Re-enter in the following boxes the designated ESLRs numbers, which are addressed by this course														
1b	2a, 2b					4a			5b					

Content Standards

The following is the California Department of Education Content Standards of this Course.

Kindergarten

Visual and Performing Arts: Music Content Standards.

1.0 ARTISTIC PERCEPTION

Processing, Analyzing, and Responding to Sensory Information Through the Language and Skills Unique to Music

Students read, notate, listen to, analyze, and describe music and other aural information, using the terminology of music.

Read and Notate Music

- *1.1 Use icons or invented symbols to represent beat.*

Listen to, Analyze, and Describe Music

- *1.2 Identify and describe basic elements in music (e.g., high/low, fast/slow, loud/soft, beat).*

2.0 CREATIVE EXPRESSION

Creating, Performing, and Participating in Music

Students apply vocal and instrumental musical skills in performing a varied repertoire of music. They compose and arrange music and improvise melodies, variations, and accompaniments, using digital/electronic technology when appropriate.

Apply Vocal and Instrumental Skills

- *2.1 Use the singing voice to echo short melodic patterns.*
- *2.2 Sing age-appropriate songs from memory.*
- *2.3 Play instruments and move or verbalize to demonstrate awareness of beat, tempo, dynamics, and melodic direction.*

Compose, Arrange, and Improvise

- *2.4 Create accompaniments, using the voice or a variety of classroom instruments.*

3.0 HISTORICAL AND CULTURAL CONTEXT

Understanding the Historical Contributions and Cultural Dimensions of Music

Students analyze the role of music in past and present cultures throughout the world, noting cultural diversity as it relates to music, musicians, and composers.

Role of Music

- 3.1 Identify the various uses of music in daily experiences.

Diversity of Music

- 3.2 Sing and play simple singing games from various cultures.
- 3.3 Use a personal vocabulary to describe voices and instruments from diverse cultures.
- 3.4 Use developmentally appropriate movements in responding to music from various genres and styles (rhythm, melody).

4.0 AESTHETIC VALUING

Responding to, Analyzing, and Making Judgments About Works of Music

Students critically assess and derive meaning from works of music and the performance of musicians according to the elements of music, aesthetic qualities, and human responses.

Derive Meaning

- 4.1 Create movements that correspond to specific music.
- 4.2 Identify, talk about, sing, or play music written for specific purposes (e.g., work song, lullaby).

5.0 CONNECTIONS, RELATIONSHIPS, APPLICATIONS

Connecting and Applying What Is Learned in Music to Learning in Other Art Forms and Subject Areas and to Careers

Students apply what they learn in music across subject areas. They develop competencies and creative skills in problem solving, communication, and management of time and resources that contribute to lifelong learning and career skills. They also learn about careers in and related to music.

Connections and Applications

- 5.1 Use music, together with dance, theatre, and the visual arts, for storytelling.

Careers and Career-Related Skills

- *5.2 Identify and talk about the reasons artists have for creating dances, music, theatre pieces, and works of visual art.*

Questions: State Board of Education / 916-319-0827

Last Reviewed: Friday, April 6, 2018

If need be please use additional pages

Common Core Standards (If available)

The following is the Common Core Standards

If need be please use additional pages

Subject Matter Covered

Semi-quarter syllabus includes the textbook chapters, additional resources and other relevant information to be used

Semi-Quarter 1	
Week 1	Music Ed: Armenian Dance Music, Զիւտորներու Պար / duple meter: listen, count 1-2, move body to the beat Choir: “Hello” song, T2, meet and greet
Week 2	Music Ed: “My Oak Tree” song, T236, up and down Choir: “America” song, T303, high and low
Week 3	Music Ed: listening to music: A. Vivaldi, “Summer” from The Four Seasons, use dance scarves, melody “America” song, T303, follow the beat on the tambourine Choir: Մենք Մանուկներ Հայոց Ազգին , Armenian Back to School theme song
Week 4	Music Ed: Vivaldi “Summer” listening, draw experience Tambourine: the instrument Choir: Մենք Մանուկներ Հայոց Ազգին
Week 5	Music Ed: Intro to slide whistle, up and down Choir: Մենք Մանուկներ Հայոց Ազգին

Semi-Quarter 2	
Week 1	Music Ed: Armenian Dance Music, Ջէրսանի / triple meter: listen, count 1-2-3, move body to beat Choir: “North Winds Blow” song, T305, Fall story, melodic contour, beat rhythm by tapping on legs, and snapping for rests
Week 2	Music Ed: “Touch Your Shoulders” song, T254, high and low, So-Mi. Play tuned bells. Choir: “North Winds Blow”
Week 3	Music Ed: Listening to Music, A. Khachaturian, “Sabre Dance”, accompany rhythms on tambourine Choir: “Jack o lantern” song, T307, Halloween theme song
Week 4	Music Ed: Khachaturian “Sabre Dance”, beat rhythms on legs, and show melody with colorful scarves, draw experience Choir: “Jack o Lantern”
Week 5	Music Ed: Movement exercise: line, circle Melodic contour: dance scarves, slide whistles Choir: “Jack o Lantern” sing and play triangles

Semi-Quarter 3	
Week 1	Music Ed: Armenian Dance Music, Էնդէլի / triple meter: listen, count 1-2-3, move body to the beat Choir: “Town Hall Halloween Ball” song, T306, repeated words
Week 2	Music Ed: “Just Like Me” song, T242, up and down, sing and play the triangle Triangle: the instrument Choir: Նոյեմբեր , Armenian Fall theme song
Week 3	Music Ed: Listening to Music, A. Vivaldi, “Fall” from The Four Seasons, use dance scarves to move with the melody, draw experience Choir: “I Give Thanks For” song, T308, Thanksgiving theme song
Week 4	Music Ed: Solfège syllables: do, ré, mi, fa, so, la, ti Choir: Նոյեմբեր , I Give Thanks For (Review)
Week 5	Music Ed: “Doe A Deer” song, reinforce Solfège Choir: Չարդարուեր ես տօնածառ , Armenian Christmas theme song

Semi-Quarter 4	
Week 1	Music Ed: Armenian Dance Music, Հոտաղներու Պար / duple meter: listen, count 1-2, move body to the beat Choir: Չարդարուեր ես տօնածառ (Review); “Must Be Santa” song, T316, steady beat, listen for beat of silence
Week 2	Choir: Review all Christmas Songs: Must Be Santa, Չարդարուեր ես տօնածառ , Կաղանդ Պապա , Չանգալներ , ԱՀա Հասառ
Week 3	Choir: Christmas Songs Review, Assembly event
Week 4	Music Ed: Xylophone: the instrument, play notes applying high/low, soft/loud, and sing note names using solfège syllables Choir: Vartanantz theme songs: Օն Յառաջ Քալենք, Քաջ Վարդանանց Տօնն է Այսօր
Week 5	Music Ed: Xylophone practice: Music Alphabet on song “C is Do and D is Ré” Choir: Օն յառաջ քալենք, Քաջ Չարդանանց տօնն է այսօր (Review)

Semi-Quarter 5	
Week 1	Music Ed: use dance scarves and tambourines to show melodic contour and rhythm of Հոտադներու Պար Choir: Review Vartanantz songs
Week 2	Music Ed: Discuss Beat versus Melody, students demonstrate using tambourines and dance scarves Review solfège sounds, scale going up, distribute tuned bells and play the scale in a small group Choir: Review Vartanantz Songs
Week 3	Choir: Vartanantz Assembly event
Week 4	Music Ed: Handbells: the instrument, Solfège Choir: “When you send a Valentine” song, T332, pat with the beat, sing along, play the game
Week 5	Music Ed: Reinforce Do-Ré-Mi with tuned bells Choir: Review Valentine song “Doe a Deer” song, practice Do-Doe and Ré-Ray

Semi-Quarter 6	
Week 1	Music Ed: “Doe a deer” song, introduce Mi-Me, Fa-Far, So-Sew, La, Ti-Tea, add tuned bells Choir: “Ten in a bed” song, T256, sound versus silence
Week 2	Music Ed: “Doe a deer”, review entire song, sing and play tuned bells in small groups Listening to music: A. Vivaldi’s “Winter”, listen and draw
Week 3	Music Ed: Rhythm instruments: wrist-bells, shakers, triangles Choir: Տիծեռնակ, Armenian Spring theme song, Review “Ten in a bed” song with game of scarves
Week 4	Music Ed: Armenian dance music, Արսուկահիկ, triple meter “If things grew down instead of up” song, T293, animal sounds Choir: Introduce graduation songs: TBD
Week 5	Choir: discuss theme, tempo, mood of graduation songs

Semi-Quarter 7	
Week 1	Choir: graduation songs
Week 2	Music Ed: “The Fox, the Hen, and the Drum” story, T295, sing and act and play rhythm instruments Choir: Graduation program TBD
Week 3	Music Ed: Listening to Music: A.Vivaldi, “Spring” from The Four Seasons, move to the melody with scarves, draw Choir: Graduation program
Week 4	Music Ed: “Jig Jog The Pony” song, T260, high and low Choir: Graduation songs with two sections combined and in the assembly room (with instruments if applicable)
Week 5	Music Ed: Instrument Recognition Game: aurally and visually identifying instruments used in class for rhythm and melody Choir: Graduation program

Semi-Quarter 8	
Week 1	Music Ed: Armenian Dance Music: Վարդ Կօշիկս / triple meter Choir: Graduation program both sections combined
Week 2	Music Ed: “The Frog and The Snake” story, T297, melody and rhythm, act and play classroom instruments Choir: Graduation songs
Week 3	Music Ed: Intro to music notation: musical staff, notes Choir: Graduation program in the assembly room
Week 4	Music Ed: “Good Day Song”, T50, sing and act small animals game Choir: Graduation program
Week 5	Choir: Graduation program in the venue

Classroom Rules

This section includes rules set by the teacher and the consequences of violating these rules. The classroom rules are in addition to the school Rules and Regulations.

All school-wide rules apply to Music class as well.

In addition:

Respect Music Class

Respect Teachers and Classmates

Respect and Care for the Musical Instruments and other Resources

Assessment Method

This section includes rules set by the school administration

Test/Quiz Policy

Students take at least TWO tests and two quizzes per class or course per semi-quarter. Two to four quizzes may be counted as one test. It is up to the individual teacher to adopt a policy to drop the lowest test grade of a student in calculating the quarter grade. No more than two tests are scheduled on the same day. The test scheduled last will be automatically dropped.

Test/Quiz Make-Up

Students with **excused** absences shall have the opportunity to complete missed class work and make up all tests receiving full credit. The student is responsible to arrange for the make-up.

Students who miss a test/quiz because of an **unexcused** absence will receive a failing grade on that test/quiz, except when the teacher decides to offer the chance for make-up.

If a student misses a test/quiz while on suspension, he/she will not have the opportunity to make up the test/quiz and will receive an "F".

Cheating

Acts of cheating or plagiarism will result in suspension and the student will receive an "F" (20/100) on the test or the assigned work.

This section includes grade percent distribution and additional rules set by the teacher

Assessment in music class is primarily informal, and it consists of reviewing, questioning, repeating and re-teaching the material in efforts to encourage all learners regardless of their backgrounds, abilities and artistic inclinations.

Music class typically doesn't carry homework, test and exam requirements. However, students are required to collaborate in the group effort ahead of school assemblies or class projects, by memorizing lyrics, or researching and bringing various items to class.

Grading will be based on the student's participation and cooperation, which are essential in the learning process that music class offers.

Department Rubrics

This section includes rules set by the school administration