

**APS General Music PLC**  
**October 9, 2014**  
**Kindergarten, First, and Second Grade**  
**Beat, Rhythm, Singing, & Memorization Warm-ups**

The warm-ups below are how I start every K-2<sup>nd</sup> grade class. Once students learn the warm-up and get into the routine it takes about 8-11 minutes to complete, leaving 34 (or so) minutes for our music lesson.

I find that establishing a regular, musical routine helps students get into a musical mindset and within the warm-up we can explore new vocabulary, ideas, and concepts or review lesson components from previous weeks. Another benefit of the warm-up is that students can still have at least a partly musical class even if I am absent, because I can assign students to lead the warm-up. Subs love this.

At the beginning of every class each grade level has a "Practice Focus" during which I set goals for attainment for each class based on needs and GPS standards. When the students enter they immediately start practicing toward their quarterly goal with their partner. They have 2-3 minutes of practice time then they begin our warm-up:

**The Music@SPARK Warm-up Continuum**

<b>K-2 Music Warm-up</b>		<b>Georgia/National Standard</b>
<b>"Say Your Name"</b>	<p>Students pat a steady beat and play a name game.</p> <p>Over the course of K-2<sup>nd</sup> grade the game gets progressively more challenging, we will occasionally use instruments, and students learn to improvise and compose within the game.</p> <p>K: 2 beat pattern: Pat and clap. Chant in rhythm  → 2<sup>nd</sup> semester no teacher help, &amp; learn 4 beat pattern</p> <p>1<sup>st</sup>: 4 beat pattern: Pat, clap, snap, clap chant in rhythm  → 2<sup>nd</sup> semester "sing your name" on Sol-Mi</p> <p>2<sup>nd</sup>: 4 beat pattern with no teacher help to begin the song at a good andante tempo "say/sing your name" improvise a new way to sing your name  → Singing names on Sol-Mi in established key (second grade, second quarter)  → 2<sup>nd</sup> semester improvise your name within specified pitches \ or rhythms.  → some advanced students may "compose" their name response by writing on staff paper or determining solfege syllables</p>	<p>#1 Singing, alone and with others, a varied repertoire of music</p> <p>#2 Performing on instruments, alone and with others, a varied repertoire of music (a variation with the steady beat pattern)</p> <p>#3 Improvising melodies, variations and accompaniments</p> <p>#4 Composing and arranging music within specific guidelines</p>
<b>Solfege major scale and skips to Do</b>	<p>ALL Students learn the major scale and corresponding Kodaly hand signals ascending and descending.</p> <p>Students learn how to sing Skips to Do--intervals ascending and descending: Do-Re, Do-Mi, Do-Fa, Do-Sol... with increasing accuracy</p> <p>2<sup>nd</sup> grade: memorize hand signals out of scale order  → 2<sup>nd</sup> quarter learn to recognize diatonic intervals by ear.</p>	<p>#1 Singing, alone and with others, a varied repertoire of music</p> <p>#6 Listening to, analyzing, and describing music</p>
<b>ABC's in a minor key</b>	<p>Kindergarten students sing ABCs in a major key while copying teacher solfege hand signs</p> <p>October of each year Kindergarten students learn to sing ABC's in a minor key to give them a frame of reference when we discuss tonality.  → students listen to chords played on the keyboard, putting their hands on their head (or standing) for major, and hands (or squatting) on legs for minor. Later this will transfer to repertoire listening.  → Advanced second grade students may learn relative minor scales (la-la) or parallel minor (do-re-me...)</p>	<p>#1 Singing, alone and with others, a varied repertoire of music</p> <p>#6 Listening to, analyzing, and describing music</p>

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<b>K-2 Music Warm-up</b>		<b>Georgia/National Standard</b>
<b>School Song</b>	<p>Students sing the "SPARK Song" for pitch and rhythmic accuracy.  Students move in a way that matches the style and meter played by on the keyboard (2-3 different styles and meters each class period)  Listen for:  When to end at the correct time.  Meter (identifying duple and triple meter by showing 2s or 3s on hands)  Tempo (identifying largo, andante, allegro, presto by showing body signs)</p> <p>2<sup>nd</sup> grade, → 2<sup>nd</sup> semester students should be able to start the song by feeling the strong/weak beats without teacher assistance.</p>	<p>#1 Singing, alone and with others, a varied repertoire of music</p> <p>#7 Evaluating music and music performances</p> <p>#10 Moving alone and with others to a varied repertoire of music.</p>
<b>Patriotic Song</b>	<p>Students sing and memorize a patriotic song each semester.  1<sup>st</sup> semester "America (my country 'tis of thee)"  Classes will discuss what the texts mean (land where my fathers died, land of the pilgrims' pride) and connect to historical meanings. Compare to "God Save the Queen"  K: text, rhythm, and pitch accuracy  1<sup>st</sup> &amp; 2<sup>nd</sup> Grade: verse 1 &amp; 2, rhythm and pitch accuracy and musicality</p> <p>2<sup>nd</sup> semester "America the Beautiful" same concepts above, plus classes will discuss parts of speech (adjectives, nouns, verbs) and the big idea for each verse (first verse=adjective verse: Katherine Lee Bates wrote using descriptive language about different features of the US landscape, second verse=heroes verse: this verse could be about soldiers who helped free the US from England's rule, Abraham Lincoln who freed slaves, or Dr. King who led the civil rights movement.</p> <p>Extensions: students will count-sing the rhythms of "America" (triple meter) and "America the Beautiful" (4/4) to begin feeling strong downbeats, dotted quarter-eighth note figures, and dotted half notes, ending consonants....</p> <p>Eg: America  1-2-3 12&amp;3, 1-2-3 12&amp;3 1-2-3 1(2-3)...</p>	<p>#1 Singing, alone and with others, a varied repertoire of music</p> <p>#5 Reading and notating music</p> <p>#6 Listening to, analyzing, and describing music</p> <p>#8 Understanding relationships between music, the other arts and disciplines outside the arts</p> <p>#9 Understanding music in relation to history and culture</p>