

## *Songs – Singing Skills - Instruments*

**K5M.1, K5M.3, K5M.4, K5M.5, K5M.6, K5M.7, K5M.8**

### Biblical Worldview Essential Questions

**What is singing and playing instruments good for; does it help us to know God better?**

| <b>Objectives</b>  | <b>Methods</b>  | <b>Resources</b>   | <b>Assessment</b>  |
|--|---|--|--|
| <p>The students will:</p> <ol style="list-style-type: none"> <li>1. Learn a variety of songs for performance, fun and to aid in the development of certain skills</li> <li>2. Demonstrate good singing /performing techniques to include: watching the director, good posture, open mouth and proper concert etiquette</li> <li>3. Understand the history or background of songs learned such as Bible songs, hymns, patriotic, folk songs and silly songs</li> <li>4. Identify various instruments by sight and play rhythm instruments and bells correctly, individually and as a group</li> </ol> | <ul style="list-style-type: none"> <li>• Lecture</li> <li>• Discussion</li> <li>• Demonstration by the teacher with the aid of instruments or recorded music</li> <li>• Aural and visual examples</li> <li>• Games</li> <li>• Songs</li> <li>• Use of various instruments</li> <li>• Creative drama</li> <li>• Reproducible sheets</li> </ul> | <ul style="list-style-type: none"> <li>• Teacher prepared materials and exercises</li> <li>• Selected songs</li> <li>• Various rhythm instruments</li> <li>• Boomwhackers</li> <li>• Autoharp and bells</li> <li>• Teacher workbook: <i>Five Practical Lessons in Singing</i> by James C. McKinney</li> <li>• <i>The Bible</i></li> <li>• <i>Nelson's Illustrated Encyclopedia of the Bible</i> Edited by John Drane</li> <li>• <i>Then Sings My Soul Hymn Stories</i> by Robert J. Morgan</li> <li>• Songbook: <i>Kids Classics Collection Vol. 1</i> created by Mike Gay</li> <li>• CD: <i>Toddler Action Songs</i> produced by Gay, Davis and Huesmann</li> </ul> | <ul style="list-style-type: none"> <li>• Attentiveness to lecture</li> <li>• Participation in discussion and exercises</li> <li>• Participation in games, songs and playing of instruments</li> <li>• Level of accuracy displayed in games, songs and playing of instruments</li> <li>• Responses to teacher and student generated questions</li> <li>• Participation in concert performances and behavior during rehearsals and performances</li> <li>• Teacher observation when singing</li> </ul> |

## *Melody*

### K5M.4, K5M.5, K5M.6

**Biblical Worldview Essential Questions**  
**How does melody unite or divide people?**

| Objectives   | Methods   | Resources  | Assessment  |
|--|---|--|---|
| <p>The students will:</p> <ol style="list-style-type: none"> <li>1. Understand the four different voices and explain their proper uses (speaking, singing, whispering and shouting)</li> <li>2. Recognize and demonstrate that pitches are high and low, they step up and down and skip up and down</li> <li>3. Listen and match various pitches on solfege (sol-mi-do)</li> </ol> | <ul style="list-style-type: none"> <li>• Lecture</li> <li>• Discussion</li> <li>• Demonstrations by the teacher</li> <li>• Aural and visual examples</li> <li>• Games</li> <li>• Songs</li> <li>• Use of instruments such as step bells and piano</li> <li>• Reproducible sheets</li> </ul> | <ul style="list-style-type: none"> <li>• Teacher prepared materials and exercises</li> <li>• Teacher workbook and recording: <i>Stepping Stones to Matching Tones</i> by Betty Bedsole &amp; Derrell Billingsley</li> <li>• Reproducible workbook pages and games: <i>The Language of Music for Children</i> by Nan Grantham</li> <li>• Selected songs</li> <li>• Step bells/Piano</li> <li>• Music books: <i>8 Note Bell Songs</i> by Bob Bergin &amp; <i>More 8-Note Bell Songs</i> by Brett &amp; Bob Bergin</li> <li>• Reproducible music &amp; activity book: <i>Bible Songs &amp; Finger Plays</i> by Carol Smith</li> </ul> | <ul style="list-style-type: none"> <li>• Attentiveness to lecture</li> <li>• Participation in discussion and exercises</li> <li>• Participation in games and singing of selected music</li> <li>• Level of individual accuracy displayed during games</li> <li>• Responses to teacher and student generated questions</li> <li>• Level of individual accuracy displayed when playing bells and/or singing</li> <li>• Level of accuracy in matching pitch</li> </ul> |

## *Rhythm*

**K5M.2, K5M.3, K5M.6**

**Biblical Worldview Essential Questions**

**How does the design of rhythm tell us about God?**

| Objectives  | Methods  | Resources  | Assessment  |
|---|--|--|---|
| <p>The students will:</p> <p>4. Understand, identify and demonstrate a steady beat</p> <p>5. Understand, identify and demonstrate melodic rhythm</p> <p>6. Recognize and respond to the knowledge that music has different metrical patterns, tempos, dynamics and colors</p> | <ul style="list-style-type: none"> <li>• Lecture</li> <li>• Discussion</li> <li>• Demonstrations by the teacher with the aid of recorded music and rhythm instruments</li> <li>• Aural and visual examples</li> <li>• Games</li> <li>• Opportunities to listen and move to selected music within teacher-set parameters</li> <li>• Use of various rhythm instruments</li> <li>• Reproducible sheets</li> </ul> | <ul style="list-style-type: none"> <li>• Teacher prepared materials and exercises</li> <li>• Teacher workbook and audio cassette: <i>Strike up the Rhythm Band</i> by Michael &amp; Jill Gallina, cassette orchestrated by Alan Billingsley</li> <li>• Reproducible workbook pages and games: <i>The Language of Music for Children</i> by Nan Grantham</li> <li>• Selected portions from pre-recorded music</li> <li>• Various rhythm instruments</li> <li>• Music book: <i>Everyday Rhythms for Children</i> by Susan Baker</li> <li>• Reproducible music &amp; activity book: <i>Bible Songs &amp; Finger Plays</i> by Carol Smith</li> <li>• <i>Fun with Rhythm Instruments</i> by Ebinger</li> <li>• <i>Games with Rhythm Instruments</i> by Ebinger</li> </ul> | <ul style="list-style-type: none"> <li>• Attentiveness to lecture</li> <li>• Participation in discussion and exercises</li> <li>• Participation in games and in moving to selected music</li> <li>• Level of individual accuracy displayed during games</li> <li>• Responses to teacher and student generated questions</li> <li>• Level of individual accuracy displayed when using instruments</li> </ul> |