

Kindergarten Music with a Core Knowledge Twist

Grade Level or Special Area: Music, Kindergarten

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Length of Unit: Five lessons (25 minutes each)

I. ABSTRACT

This unit introduces the kindergarten student to basic music theory concepts that have contrasting qualities. Aspects of duration (long/short), tempo (fast/slow), dynamics (loud/soft), and melody (same/different) are explored. Kinesthetic movement is also made to enhance learning connections. The students will be exposed to *Core Knowledge Sequence* vocabulary (historical, geographical, or scientific) that will be woven within the fabric of their music lesson experiences.

II. OVERVIEW

A. Concept Objectives

1. Students will appreciate the aesthetic differences in music: short vs. long, fast vs. slow, loud vs. soft, same phrases vs. different phrases.
2. Students will be able to sing or play instruments in contrasting ways.
3. Students will have the opportunity to move various body parts in response to music.
4. Students will relate music to various geographical and language arts vocabulary.

B. Content from the *Core Knowledge Sequence*

1. Recognize short or long sounds, p. 15
2. Sing accompanied, in unison, p. 15
3. Discriminate between fast and slow music, p. 15
4. Move responsively to music, p. 15
5. Discriminate between loud and soft music, p. 15
6. Discriminate between same and different melodic phrases, p. 15
7. Identify American symbols: American flag, Statute of Liberty, Mount Rushmore, and the White House, p. 13
8. Name the three ships that Columbus sailed with as: Nina, Pinta, Santa Maria, p.12
9. Label the parts of a plant, p. 19
10. American presidents, past and present, p. 13
11. Five sayings and phrases, p. 10
 - a. A dog is man's best friend.
 - b. The early bird gets the worm.
 - c. Look before you leap.
 - d. It's raining cats and dogs.
 - e. Practice makes perfect.

C. Skill Objectives

1. Perform a simple "long long short short long" rhythm pattern using body percussion
2. Use an acceptable singing voice
3. Perform a simple melody either quickly or slowly
4. Move with the beat of a song
5. Perform a simple melody loudly or softly
6. Aurally discriminate between two musical phrases that sound the same or different
7. Visually identify various historical figures, American symbols, geographical landmarks, or parts of a plant

III. BACKGROUND KNOWLEDGE

- A. For Teachers
 - 1. Moore, Karen. *Note: Suggested Activities to Motivate the Teaching of Elementary Music*. USA: Educational Service, Inc. 1973.
 - 2. *MusicPlay*. Canada: Themes & Variations. 2003. ISBN# 1-894096-71-1. Book and CD set.
 - 3. Warren, Jean and Shroyer, Susan. *Holiday Piggyback Songs*. Everett, Washington: Warren Publishing House, Inc. 1988. ISBN# 0-911019-18-9.
 - 4. Westphal, Frederick (ed.). *Heritage Songster*. USA: Wm. C. Brown Company. 1966. ISBN# 0-697-03452-6.
- B. For Students
 - 1. Echo short rhythmic or melodic phrases
 - 2. Understand that a president is a leader
 - 3. Understand that an explorer discovers new places
 - 4. Know various body parts
 - 5. Recognize various animals and how they move
 - 6. Understand the concept of “opposite”

IV. RESOURCES

- A. Five large cards: each card is labeled with one individual letter, a “B”, “T”, “N”, “G”, or “O” on the front. On the back of each lettered card is a part of a dog’s long body (Lesson 1)
- B. Four large cards: each card is individually labeled with the words (1)“long” (2)“long” (3)“short short” (4)“long. Above “long” is a quarter note. Above “short short” are two eighth notes (Lesson 1)
- C. CD: “Bingo” from *The Music Collection* by Silver Burdett. Grade One. CD 3.9 USA: Silver Burdett Ginn. 1995. ISBN# 0-382-90047-2 (Lesson 1)
- D. CD: “Elephants have Wrinkles” from *MusicPlay*. Canada: Themes & Variations. 2003. ISBN# 1-894096-71-1 (Lesson 2)
- E. CD: “Hokey Pokey” from *The Music Collection* by Silver Burdett. Kindergarten. CD 7.2. USA: Silver Burdett Ginn. 1995. ISBN# 0-382-90047-2 (Lesson 3)
- F. CD: “Farmer in the Dell” from *The Music Collection* by Silver Burdett. Kindergarten. CD3.24. USA: Silver Burdett Ginn. 1995. ISBN# 0-382-90047-2 (Lesson 5)
- G. A popsicle stick or straw for each child (Lesson 3)
- H. Crayons, scissors, and tape (Lesson 3)
- I. *Shake My Sillies Out*, Raffi (Lesson 2)
- J. *The Hokey Pokey*, Hamanaka (Lesson 3)
- K. *Hush Little Baby*, Long (Lesson 4)
- L. *Farmer in the Dell*, Wallner (Lesson 5)
- M. *Media Content* CD-ROM, Version 2002. Microsoft Office XP (All appendix pictures).

V. LESSONS

Lesson One: Long and Short Sounds/ Past American Presidents

- A. *Daily Objectives*
 - 1. Concept Objective(s)

- a. Students will appreciate the aesthetic differences in music: long vs. short.
 - b. Students will sing or play instruments using short and/or long sounds.
 - c. Students will sing using vocabulary associated with history.
2. Lesson Content
- a. Recognize short or long sounds, p.15.
 - b. Sing accompanied, in unison, p.15.
 - c. Sing “Bingo”, p.15.
 - d. Become familiar with Presidents, Past and Present (George Washington, Thomas Jefferson, Abraham Lincoln, Theodore Roosevelt), p. 13.
3. Skill Objective(s)
- a. Perform a simple “long long short short long” rhythm pattern using body percussion.
 - b. Use an acceptable singing voice.
 - c. Visually identify pictures as historical figures.

B. *Materials*

1. Song: “Bingo” (see Appendix A)
2. A picture of George Washington (Appendix B)
3. A picture of Thomas Jefferson (Appendix B)
4. A picture of Abraham Lincoln (Appendix B)
5. A picture of Theodore Roosevelt (Appendix B)
6. Five large cards: each card is labeled with one individual letter, a “B”, “I”, “N”, “G”, or “O” on the front. On the back of each lettered card is a part of a dog’s long body.
7. Four large cards: each card is individually labeled with the words (1)“long” (2)“long” (3)“short short” (4)“long. Above “long” is a quarter note. Above “short short” are two eighth notes.
8. CD: “Bingo” from The Music Collection by Silver Burdett. CD 3.9.

C. *Key Vocabulary*

1. Short sound: a musical sound with a brief duration
2. Long sound: a musical sound that has extended duration
3. United States President: the leader of our American government

D. *Procedures/Activities*

1. Display the large card with the letter “B” on it. Ask class who can identify the letter shown on card.
2. Child who correctly identifies letter is asked to hold card with letter “B” facing the class (picture on the back of the card with the dog’s head is hidden from view).
3. Repeat step number two with cards “I”, “N”, “G”, and “O”.
4. Teacher sings song “Bingo”. At the beginning of each verse, the song is paused and the next letter is turned over. Teacher reminds students that when the card’s letter is turned over, they should clap once for each missing letter.
5. Sing song until all letters are turned over and picture of long dog is shown.
6. Four different students come forward (as others sit down). Each child is given a large card that displays either a quarter or eighth. The card order should be “Long” “Long” “Short Short” “Long”.

7. Sing song again, substituting the words “long, long, short-short, long” for the phrase “B-i-n-g-o”. Various body percussion patterns can be added to the singing such as “clap clap pat-pat clap” or “pat pat stomp-stomp pat”.
8. New idea: Students with rhythm cards sit down. Teacher displays picture of George Washington. Discuss the role of a United States President. Identify George Washington as the first American president.
9. Teacher sings song again using verse 2 (see Appendix A). Children are encouraged to sing and add body percussion to the repeated musical phrase of “George George Wash-ing-ton”.
10. Repeat lesson steps eight and nine with pictures and verses of other American presidents.
 - a. “Thom-as Jeff-er-son”
 - b. “Abe Abe Abe Lin-coln”
 - c. “Ted-dy Roos-e-velt”

E. Assessment/Evaluation

1. Rubric for performance of “Bingo” and visual identification of former American Presidents. See Appendix C.

Lesson Two: Fast and Slow tempo/ American symbols

A. *Daily Objectives*

1. Concept Objective(s)
 - a. Students will appreciate the aesthetic differences in music: fast vs. slow.
 - b. Students will sing a song using a fast tempo or with a slow tempo.
 - c. Students will sing using vocabulary associated with geography.
2. Lesson Content
 - a. Discriminate between fast and slow music, p.15.
 - b. Sing accompanied, in unison, p.15.
 - c. Sing “The Bear Went over the Mountain”, p.15.
 - d. Become familiar with the American symbols: American flag, Statue of Liberty, Mount Rushmore, and the White House p. 13.
3. Skill Objective(s)
 - a. Perform a simple melody quickly or slowly.
 - b. Use an acceptable singing voice.
 - c. Visually identify pictures as American symbols.

B. *Materials*

1. CD: “Elephants have Wrinkles”
2. Song: “The Bear Went Over the Mountain” (Appendix D)
3. A picture of American flag (Appendix E)
4. A picture of Statue of Liberty (Appendix E)
5. A picture of Mount Rushmore (Appendix E)
6. A picture of the White House (Appendix E)
7. *Shake My Sillies Out*, Raffi.

C. *Key Vocabulary*

1. Tempo: the fastness or slowness of music
2. Fast music: music that moves with a quick beat
3. Slow music: music that moves with an unhurried or leisurely beat

D. *Procedures/Activities*

1. "Read" with a singing voice the story of *Shake My Sillies Out*. In what part of the story did the campers move slowly? ("Yawn my sleepies out").
 2. Students stand in a circle, listening to "Elephants Have Wrinkles" CD. As music plays, the class imitates the teacher who is performing actions that illustrate the text of the song.
 3. Decide that elephants typically move in a slow manner.
 4. Sit on floor; teacher plays the guitar while slowly singing the song "The Bear Went over the Mountain". Decide that bears also move in a slow manner.
 5. Class names several other slow moving animals; teacher leads them in singing the same melody, but changes "bear" to another slow moving animal. For example, "The turtle went over the mountain..." would be sung at a slow tempo.
 6. Decide that the opposite of "slow" is "fast". Class names several other fast moving animals; teacher leads them in singing the same melody, but changes "bear" to another fast moving animal. For example, "The cheetah went over the mountain..." would be sung at a fast tempo.
 7. Discuss where the bear might be going on his trip over the mountain. Display a picture of the White House, then sing verse as "The bear went off to the White House."
 8. Repeat step six using pictures of other places the bear might have gone: "The bear went off to Mount Rushmore..." or "The bear saw the Statue of Liberty..."
 9. After singing these verses, culminate the activity by singing: "He waved an American flag..."
- E. Assessment/Evaluation
1. Teacher aurally evaluates class singing with correct tempos.

Lesson Three: Moving Responsively/ Columbus' Voyage

A. Daily Objectives

1. Concept Objective(s)
 - a. Students will have the opportunity to move various body parts in response to music.
 - b. Students will sing a song using vocabulary associated with history
2. Lesson Content
 - a. Move responsively to music, p.15.
 - b. Sing unaccompanied, in unison, p.15.
 - c. Sing the song "Hokey Pokey", p.15.
 - d. Become familiar with the Columbus' Three Ships: the Nina, Pinta, and Santa Maria.
3. Skill Objective(s)
 - a. Perform a simple movement using appropriate body part.
 - b. Move with the beat of a song.
 - c. Use an acceptable singing voice.
 - d. Sing a familiar tune using the names of Columbus' Three Ships: the Nina, Pinta, and Santa Maria.

B. Materials

1. CD: "Hokey Pokey"
2. Song: "Three Ship Hokey Pokey" songsheet (Appendix E)
3. A picture on tagboard of an early sailing ship for each child (Appendix F)
4. A popsicle stick or straw for each child
5. Crayons

6. Scissors
7. Tape
- C. *Key Vocabulary*
 1. In - toward the center of the circle
 2. Out - to the outside of the circle
 3. Explorer - one who seeks new places
 4. Christopher Columbus: an explorer
- D. *Procedures/Activities*
 1. "Read" with a singing voice the story of *The Hokey Pokey*. With each new verse, have a selected child perform the action that the teacher is singing about in that particular verse.
 2. Form circle. Play short game of "Simon Says.." Teacher calls out various body parts to put in or out of the circle.
 3. Sing or play CD recording of the song "Hokey Pokey". As song plays, move correct body part into the center of the circle or away from the circle center. Also, turn full body around once on the words "turn yourself about".
 4. When song is finished, sit on floor in circle. Introduce the idea of being an explorer during this time: where would you explore--outer space? Discuss what an explorer did long ago: searched for new lands, traveled and charted rivers, discovered new places.
 5. Display a picture of an old sailing ship. Remind students that long ago explorers like Columbus used ships to sail across the ocean.
 6. Distribute picture of sailing ship on tagboard (precut into squares and labeled with either the word "Nina", "Pinta", or "Santa Maria"; see Appendix F). Allow students a few minutes to color their sailing ship. Then tape a straw or popsicle stick to the back of the square so that it forms a handle.
 7. Divide the class into three groups according to which ship they may have.
 8. Sing "Hokey Pokey" song again but this time using Columbus' ships as the item going "in" or "out" of the circle (see Appendix E)
- E. *Assessment/Evaluation*
 1. Teacher aurally and visually evaluates class singing with correct movements in and out of circle.

Lesson Four: Musical Dynamics: Loud and Soft/ Parts of a plant

- A. *Daily Objectives*
 1. Concept Objective(s)
 - a. Students will appreciate the aesthetic differences in music: loud vs. soft.
 - b. Students will sing a song using loud or soft voices
 - c. Students will sing using vocabulary associated with science.
 2. Lesson Content
 - a. Discriminate between loud and soft music, p.15.
 - b. Sing accompanied, in unison, p.15.
 - c. Sing "John Jacob Jingleheimer Schmidt", p.15.
 - d. Become familiar with the various parts of a plant, p. 19
 3. Skill Objective(s)
 - a. Perform a simple melody loudly or softly.
 - b. Use an acceptable singing voice.

- c. Visually identify parts of a plant
- B. *Materials*
1. Song: “John Jacob Jingleheimer Schmidt” (Appendix H)
 2. Song: “Root, Stem, Branch, Leaf and Seed” songsheet (Appendix H)
 3. A picture of a simple plant with various parts labeled. (Appendix I)
 4. A picture of a lion (loud) and a picture of a mouse (soft) (Appendix J)
 5. *Hush Little Baby*, Sylvia Long
- C. *Key Vocabulary*
1. Loud
 2. Soft
 3. Root
 4. Stem
 5. Branch
 6. Leaf
 7. Seed
- D. *Procedures/Activities*
1. “Read” with a singing voice the story of *Hush Little Baby*. Decide that the story is best heard with a soft voice. Use the term “lullaby”.
 2. Students name something in everyday life that sounds soft (for example, a cat purring, someone whispering). Then students name things in everyday life that sound loud (for example, a fire engine siren, a baby crying, etc.).
 3. Display picture of the lion. As a group, the students make the sound of a roaring lion; decide that the roaring sound is loud.
 4. Display picture of the mouse. As a group, the students make the gentle sound of a squeaky mouse; decide that the squeaky mouse sound is soft.
 5. Tell the students that the song they are about to hear has loud and soft sounds. Then sing the song “John Jacob Jingleheimer Schmidt.”
 6. Invite the students to raise their hand when they hear the loud part of the song.
 7. Echo sing phrases of the song so that the students learn to sing the words and melody.
 8. Display the picture of the plant with its parts labeled (see Appendix I).
 9. Identify the various part of the plant.
 10. Teacher sings the song “Root, Stem, Branch, Leaf and Seed” (see Appendix H) to class, then encourages students to join in using correct science term and musical dynamic.
- E. *Assessment/Evaluation*
1. Rubric for performance “John Jacob Jingleheimer Schmidt” and part of plant using rubric. See Appendix K.

Lesson Five: Same or Different Musical Phrases/ “Sayings” in our culture

A. *Daily Objectives*

1. Concept Objective(s)
 - a. Students will appreciate the aesthetic differences in music: same vs. different melodic phrases.
 - b. Students will sing a song using appropriate singing voices.
 - c. Students will sing using sayings associated with our culture.

2. Lesson Content
 - a. Discriminate between same and different musical phrases, p.15.
 - b. Sing accompanied, in unison, p.15.
 - c. Sing “The Farmer in the Dell”, p.15.
 - d. Become familiar with the various sayings in our English language, p.10.
 3. Skill Objective(s)
 - a. Perform a simple melody with same or different phrases.
 - b. Use an acceptable singing voice.
 - c. Aurally discriminate between two musical phrases that sound the same or sound different.
- B. *Materials*
1. CD: “The Farmer in the Dell”
 2. Pictures that illustrate some of the sayings or phrases to be learned (Appendix L).
 3. *Farmer in the Dell*, Wallner
- C. *Key Vocabulary*
1. Same
 2. Different
 3. “Sayings”
- D. *Procedures/Activities*
1. Students echo clap patterns first clapped by teacher.
 2. Instruct class that they have repeated or performed the same as the teacher.
 3. Display two squares of paper. Explain that the two squares are the same.
 4. Look around the room. Name other things that are the “same.”
 5. Teacher tells the class to now do the opposite of her action. If the teacher claps up high, the class must clap down low. If the teacher walks forward, the class must walk backwards. Practice various examples.
 6. Instruct class that they have not repeated, but have performed different actions than the teacher.
 7. Display one square and one triangle of paper. Explain that the two shapes are different.
 8. Look around the room. Name other things that are the “different.”
 9. Read the story/song *The Farmer in the Dell*. At end of song, recall all of the different people or animals that were “picked” in each verse.
 10. Play “Farmer in the Dell” circle game.
 11. When the circle game is over, have the children count how many times the same phrase “the farmer in the dell” was sung in a verse (three times).
 12. Ask the children what different words or phrase occurs in the verse (“Hi ho, the derry-o”).
 13. Decide that the song has three phrases the same, and one phrase that is different.
 14. To symbolize these four phrases, at the board place one square, one square, one triangle and then one square.
 15. Play the song again on the piano, but this time the teacher plays the phrases of the “Farmer in the Dell” song out of order. For example, “hi ho the derry-o” might be the last phrase. Arrange the shapes on the board to reflect which phrases are the same and where the different phrase occurs.
 16. Invite the students to look at the first transparency. (Appendix L) Decide what the picture might be about (“A dog is man’s best friend”).

17. Encourage the class to sing along with the teacher using the melody to the “Farmer in the Dell” song, but the words: “A dog is man’s best friend, a dog is man’s best friend, hi ho the derry-o, a dog is man’s best friend”.

18. Display additional pictures of phrases (see Appendix L) and follow same steps as outlined in procedure step 16 and 17.

E. Assessment/Evaluation

1. Rubric teacher evaluation of performance same or different melodic phrases/ “sayings”. See Appendix M.

VII. HANDOUTS/WORKSHEETS

- A. Appendix A: “Bingo” lyrics
- B. Appendix B: Pictures of four past Presidents
- C. Appendix C: Rubric for Long and Short Patterns (“Bingo”) and Presidents
- D. Appendix D: “The Bear Went over the Mountain” lyrics
- E. Appendix E: Pictures of American landmarks or symbols
- F. Appendix F: “Hokey Pokey, Columbus style” lyrics
- G. Appendix G: Pictures of Nina, Pinta, Santa Maria
- H. Appendix H: Two versions of “John Jacob Jingleheimer Schmidt” lyrics
- I. Appendix I: Pictures of parts of a plant
- J. Appendix J: Picture of lion (loud) and mouse (soft)
- K. Appendix K: Rubric for loud or soft music; parts of a plant
- L. Appendix L: Pictures of various ‘sayings’
- M. Appendix M: Rubric for same or different melodic phrases; sayings

BIBLIOGRAPHY

- A. Hamanaka, Sheila. *The Hokey Pokey*. New York: Simon and Schuster, 1997. ISBN# 0-689-80519-5
- B. Long, Sylvia. *Hush Little Baby*. New York: Scholastic Inc., 1997. ISBN# 0-590-03224-0
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- D. *The Music Collection* by Silver Burdett. USA: Silver Burdett Ginn, 1995. ISBN# 0-382-90047-2
- E. *MusicPlay*. Canada: Themes & Variations, 2003. ISBN# 1-894096-71-1
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- H. Westphal, Frederick (ed.). *Heritage Songster*. USA: Wm. C. Brown Company, 1966. ISBN# 0-697-03452-6

APPENDIX A: “Bingo” lyrics

SONG: “Bingo”

There was a farmer had a dog

And Bingo was his name-o.

B-I-N-G-O

B-I-N-G-O

B-I-N-G-O

And Bingo was his name-o.

APPENDIX B: Pictures of four past Presidents

APPENDIX C:
Rubric for long and Short Patterns (“Bingo”) and Presidents

Name	A	B	C	D	E
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					
11					
12					
13					
14					
15					
16					
17					
18					
19					
20					
21					
22					

One point for each concept.

- A. Given the pattern “----- ----- -- -- -----” , the child correctly claps the “long long short-short long” rhythm.
- B. Correctly identifies George Washington picture.
- C. Correctly identifies Abraham Lincoln picture.
- D. Correctly identifies Thomas Jefferson picture.
- E. Correctly identifies Theodore Roosevelt picture.

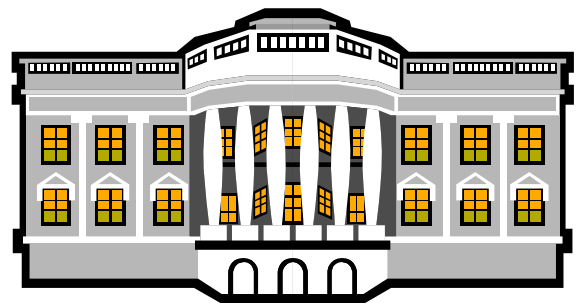
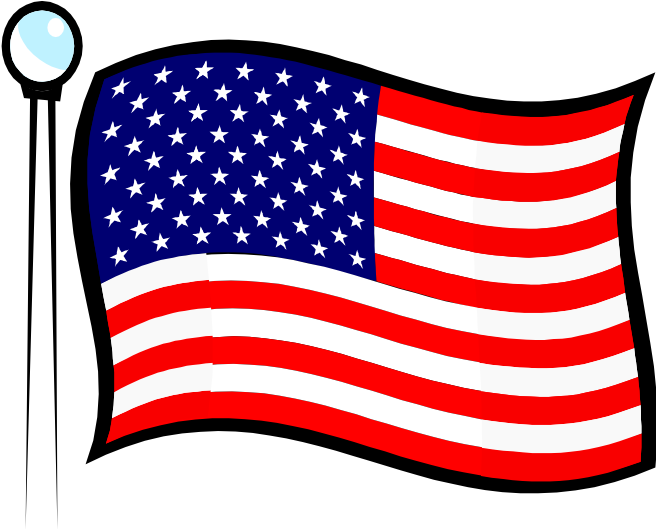
(Rubric created by Bonnie Kraemer).

APPENDIX D: “The Bear Went over the Mountain” lyrics

SONG: “The Bear Went Over the Mountain”

The bear went over the mountain
The bear went over the mountain
The bear went over the mountain
To see what he could see.
But all that he could see,
But all that he could see,
Was the other side of the mountain
The other side of the mountain,
The other side of the mountain,
Was all that he could see.

APPENDIX E: Pictures of American landmarks or symbols



APPENDIX F: “Hokey Pokey, Columbus style” lyrics



SONG: “Hokey Pokey, Columbus style”

Santa Maria In

Santa Maria Out

Santa Maria In

And you sail her all about

You go across the ocean, and you find a brand new world

And that’s what Columbus did.

You put the Nina in

You put the Nina out

You put the Nina in

And you sail her all about

You go across the ocean, and you find a brand new world

And that’s what Columbus did.

You put the Pinta in

You put the Pinta out

You put the Pinta in

And you sail her all about

You go across the ocean, and you find a brand new world

And that’s what Columbus did.

APPENDIX G: Pictures of Nina, Pinta, Santa Maria



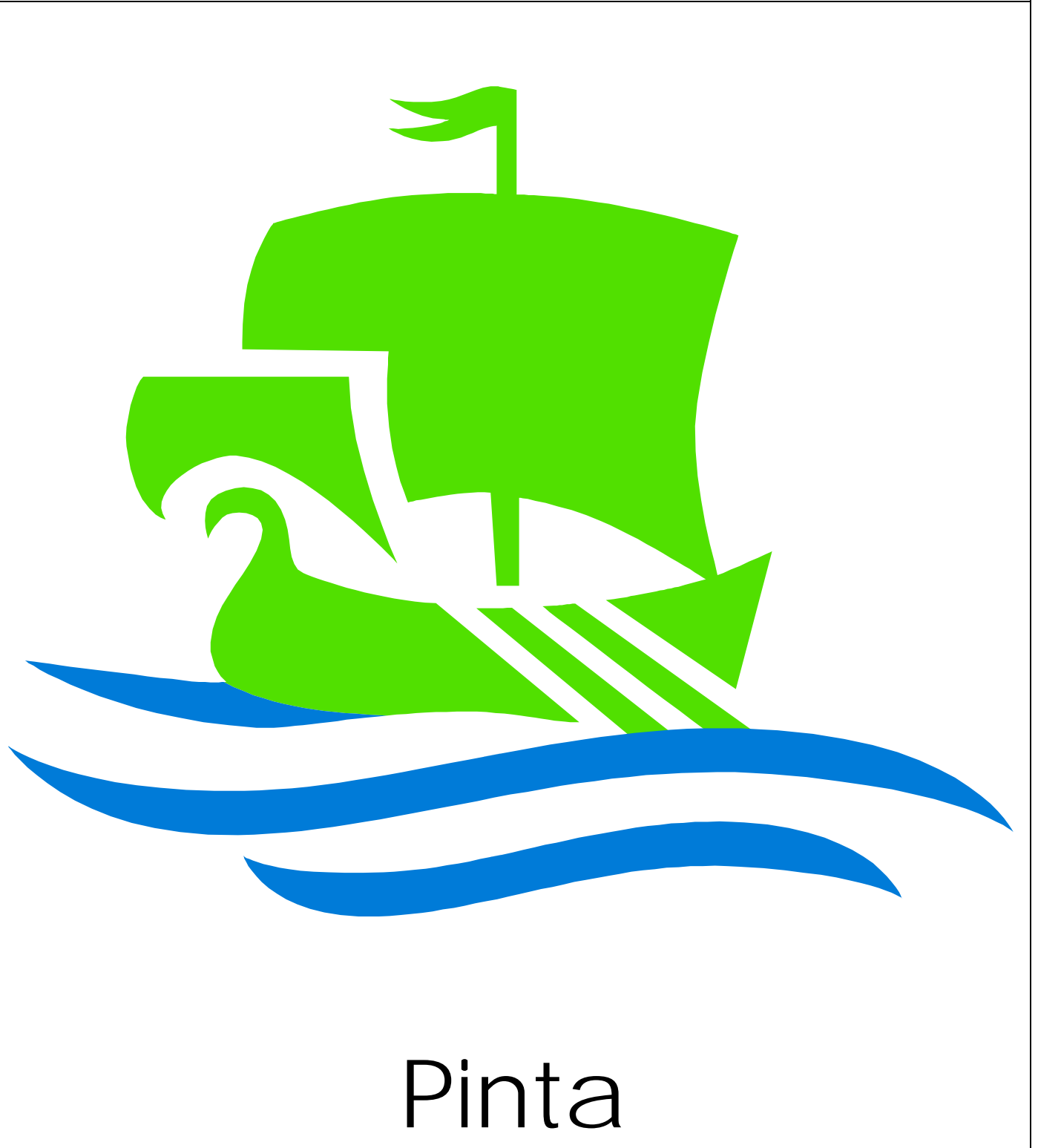
Santa Maria

APPENDIX G: Pictures of Nina, Pinta, Santa Maria



Nina

APPENDIX G: Pictures of Nina, Pinta, Santa Maria



Pinta

APPENDIX H: Two versions of “John Jacob Jingleheimer Schmidt” lyrics

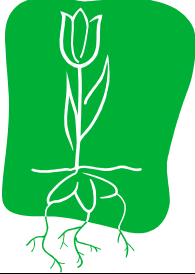
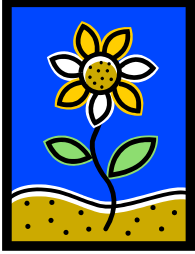
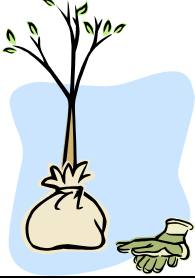


SONG: John Jacob Jingleheimer Schmidt

John Jacob Jingleheimer Schmidt
His name is my name too.
Whenever I go out
The people always shout
There goes John Jacob Jingleheimer Schmidt!

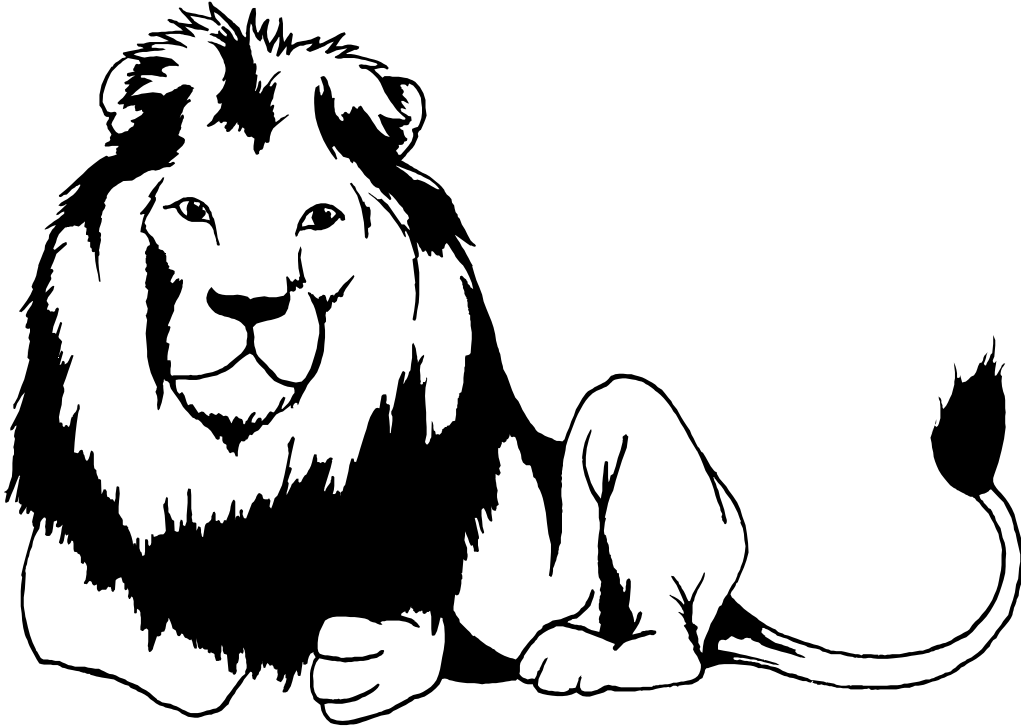
SONG: Root, Stem, Branch, Leaf, and Seed
Root, stem, branch, leaf, and seed
These are the parts of plants
For in the flowerpot
I hope you’ve not forgot
I’ve a root, stem, branch, leaf, and seed.

APPENDIX I: Pictures of parts of a plant

Parts of a Plant

	Root
	Stem
	Branch
	Leaf
	Seed

APPENDIX J: Picture of lion (loud) and mouse (soft)



LOUD



SOFT

APPENDIX K: Rubric for Loud or Soft Music and Parts of a Plant

Name	A	B	C	D	E	F	G	H
1								
2								
3								
4								
5								
6								
7								
8								
9								
10								
11								
12								
13								
14								
15								
16								
17								
18								
19								
20								
21								
22								

One point for each concept.

- A. Correctly identifies a piece of recorded music as "loud"
- B. Correctly identifies a piece of recorded music as "soft"
- C. Singing song with correct dynamics
- D. Correctly identifies the roots of a plant
- E. Correctly identifies the stem of a plant
- F. Correctly identifies the branch of a plant
- G. Correctly identifies the leaf of a plant
- H. Correctly identifies the seeds/flower of a plant

(Rubric created by Bonnie Kraemer).

APPENDIX L: Pictures of various ‘sayings’

A Dog is Man’s Best Friend



APPENDIX L: Pictures of various ‘sayings’

The Early Bird Gets the Worm



APPENDIX L: Pictures of various ‘sayings’

Look Before You Leap



APPENDIX L: Pictures of various ‘sayings’

It's Raining Cats and Dogs



APPENDIX L: Pictures of various ‘sayings’

Practice Makes Perfect.



APPENDIX M:

Rubric for Same or Different Melodic Phrases/ “Sayings”

Name	A	B	C	D	E	F
1						
2						
3						
4						
5						
6						
7						
8						
9						
10						
11						
12						
13						
14						
15						
16						
17						
18						
19						
20						
21						
22						

One point for each concept.

- A. Correctly identifies two identical shapes as “same”
- B. Correctly identifies two dissimilar shapes as “different”
- C. Sings one verse of “The Farmer in the Dell” with a good singing voice.
- D. Correctly identifies two identical phrases sung or played on piano by teacher as sounding the same.
- E. Correctly identifies two dissimilar phrases sung or played on piano by teacher as sounding different.
- F. Correctly identifies one “saying” when shown a picture of that saying.

(Created by Bonnie Kraemer).