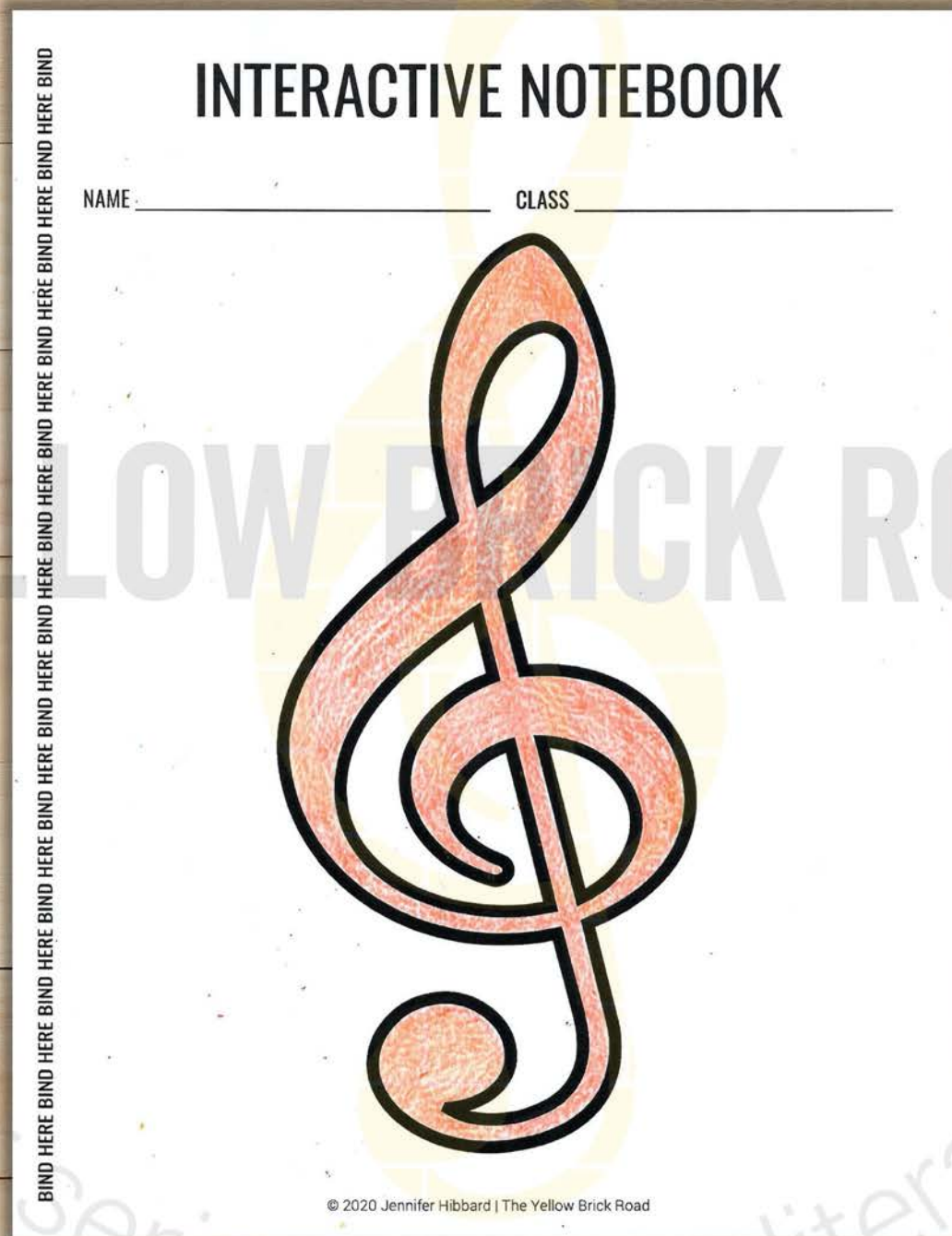


COVER OPTIONS



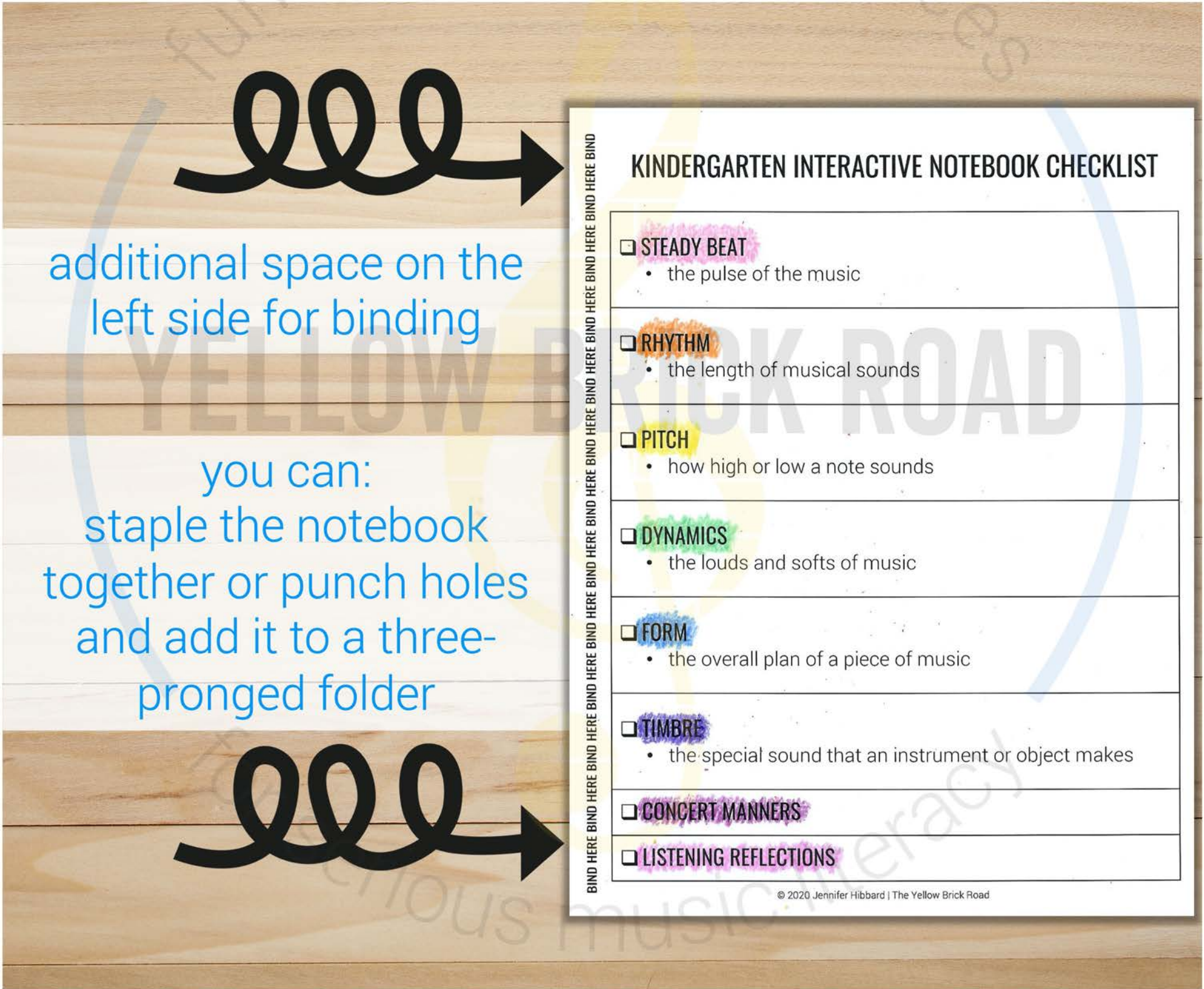
plus one blank cover that students can customize

CHECKLIST FOR CONCEPTS

KINDERGARTEN INTERACTIVE NOTEBOOK CHECKLIST	
☐ STEADY BEAT	the pulse of the music
☐ RHYTHM	the length of musical sounds
☐ PITCH	how high or low a note sounds
☐ DYNAMICS	the louds and softs of music
☐ FORM	the overall plan of a piece of music
☐ TIMBRE	the special sound that an instrument or object makes
☐ CONCERT MANNERS	
☐ LISTENING REFLECTIONS	

Students keep track of what they've covered throughout the year

EASY BINDING

[illegible]

additional space on the
left side for binding

you can:
staple the notebook
together or punch holes
and add it to a three-
pronged folder

KINDERGARTEN INTERACTIVE NOTEBOOK CHECKLIST

☐ STEADY BEAT

- the pulse of the music

☐ RHYTHM

- the length of musical sounds

☐ PITCH

- how high or low a note sounds

☐ DYNAMICS

- the louds and softs of music

☐ FORM

- the overall plan of a piece of music

☐ TIMBRE

- the special sound that an instrument or object makes

☐ CONCERT MANNERS

☐ LISTENING REFLECTIONS

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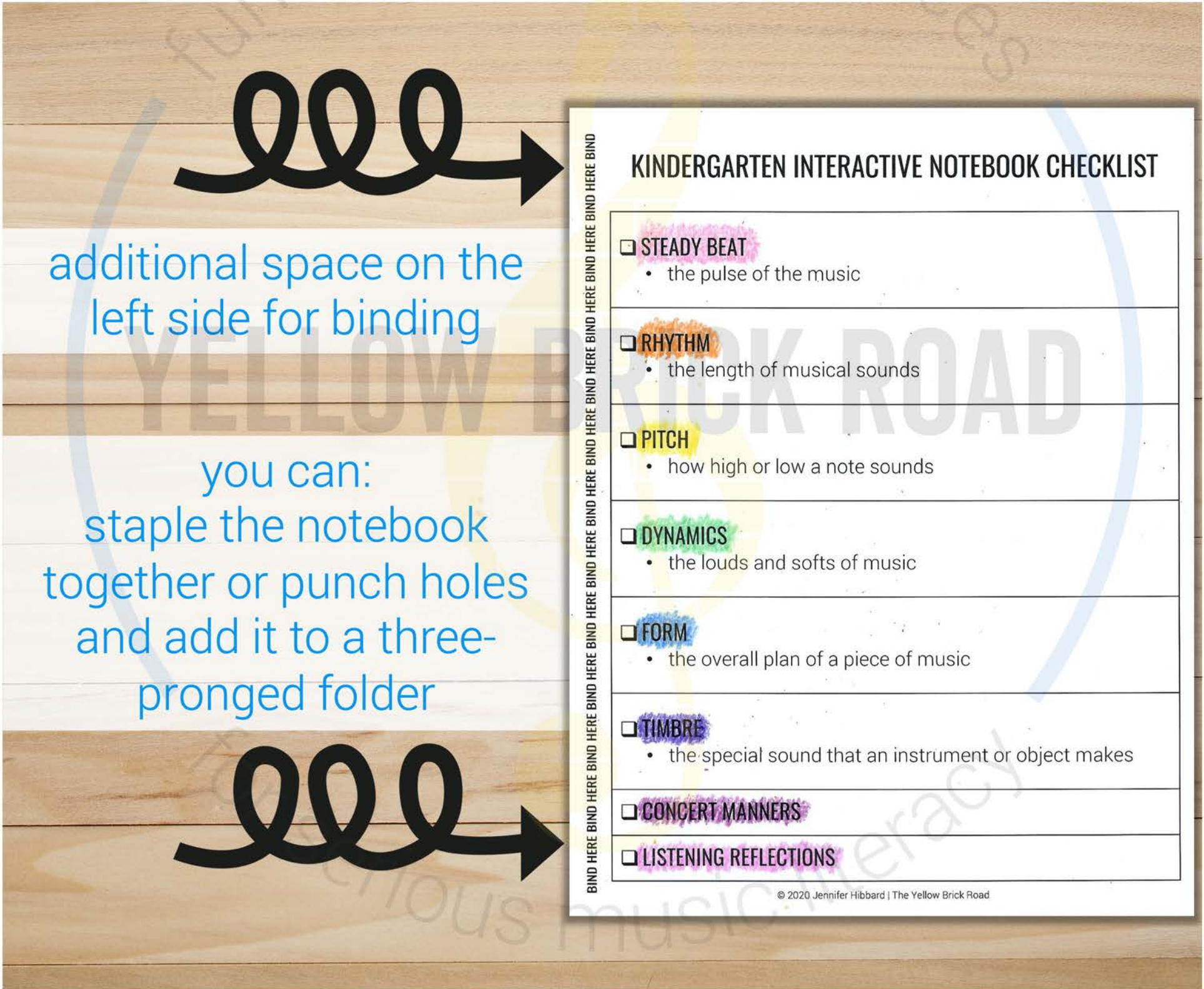
additional space on the
left side for binding

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staple the notebook
together or punch holes
and add it to a three-
pronged folder

KINDERGARTEN INTERACTIVE NOTEBOOK CHECKLIST

☐ STEADY BEAT	• the pulse of the music
☐ RHYTHM	• the length of musical sounds
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☐ CONCERT MANNERS	
☐ LISTENING REFLECTIONS	

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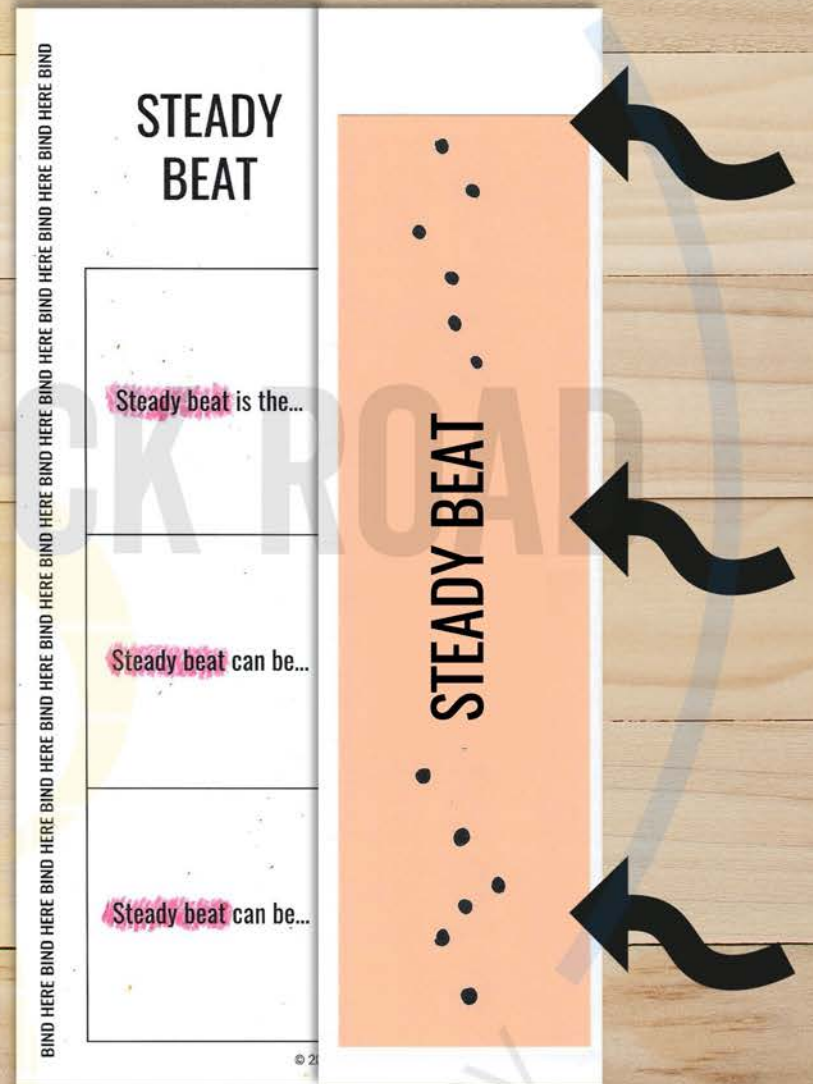
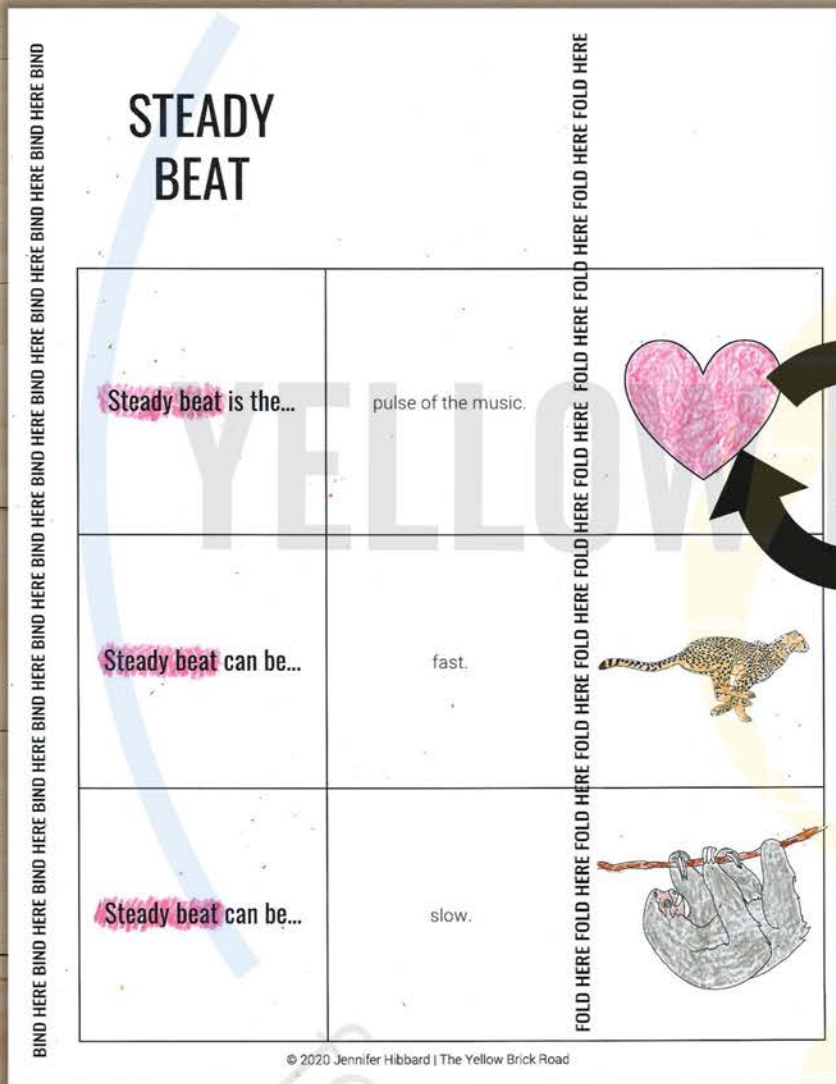
KINDERGARTEN INTERACTIVE NOTEBOOK CHECKLIST

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☐ FORM the overall plan of a piece of music
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☐ CONCERT MANNERS
☐ LISTENING REFLECTIONS

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- # KINDERGARTEN INTERACTIVE NOTEBOOK CHECKLIST
- | |
|---|
| ☐ STEADY BEAT <ul style="list-style-type: none">the pulse of the music |
| ☐ RHYTHM <ul style="list-style-type: none">the length of musical sounds |
| ☐ PITCH <ul style="list-style-type: none">how high or low a note sounds |
| ☐ DYNAMICS <ul style="list-style-type: none">the louds and softs of music |
| ☐ FORM <ul style="list-style-type: none">the overall plan of a piece of music |
| ☐ TIMBRE <ul style="list-style-type: none">the special sound that an instrument or object makes |
| ☐ CONCERT MANNERS |
| ☐ LISTENING REFLECTIONS |
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INPUT PAGES



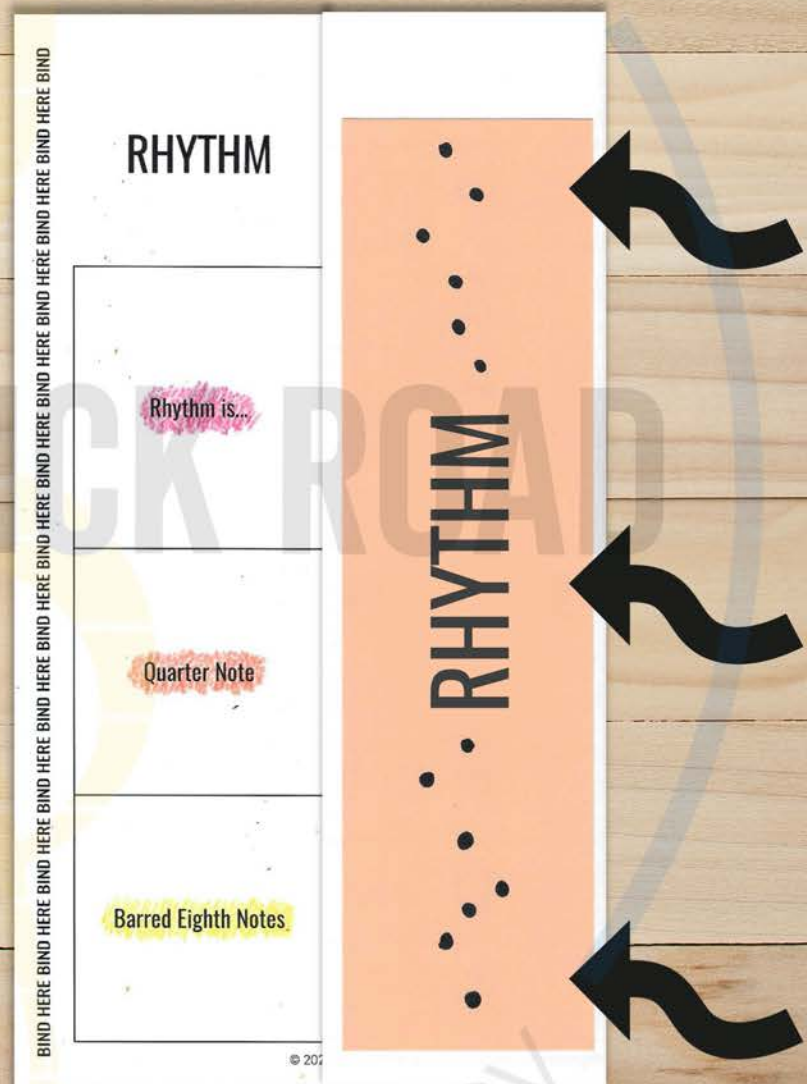
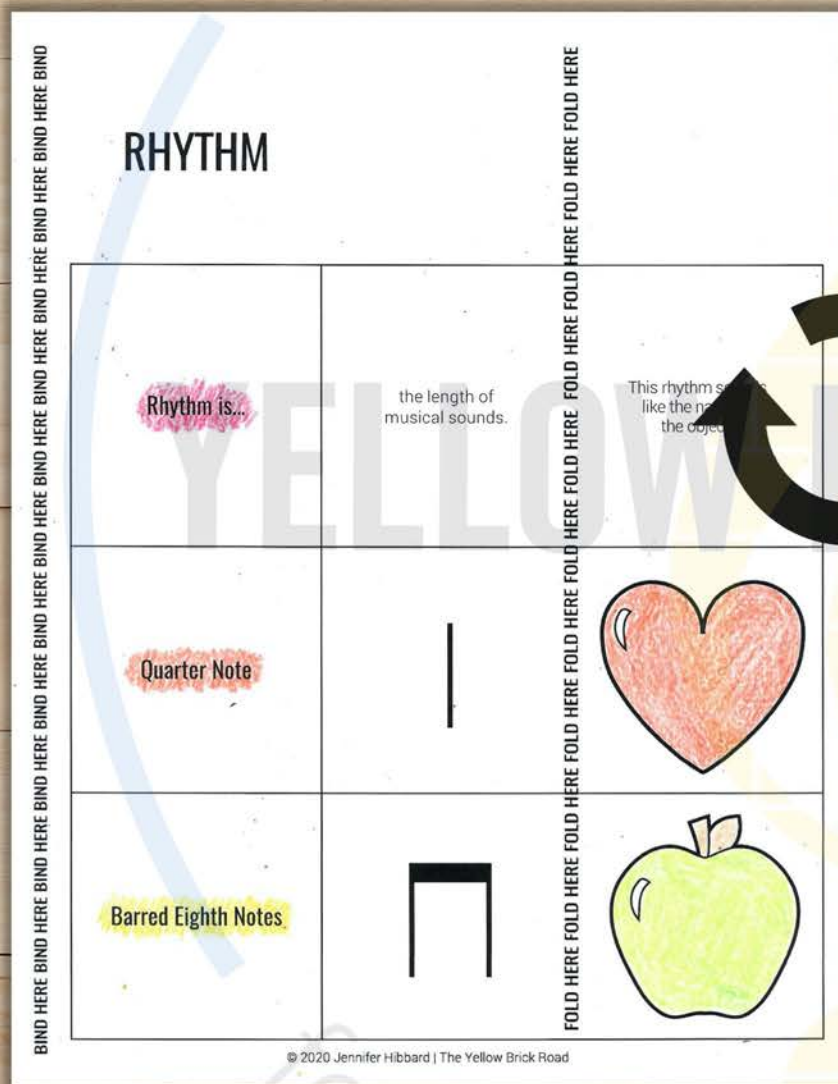
input pages consist of the information students are given, such as musical terms and concepts

OUTPUT PAGES



output pages are where students record how they've analyzed & evaluated the information to create or compose something entirely new and unique

INPUT PAGE

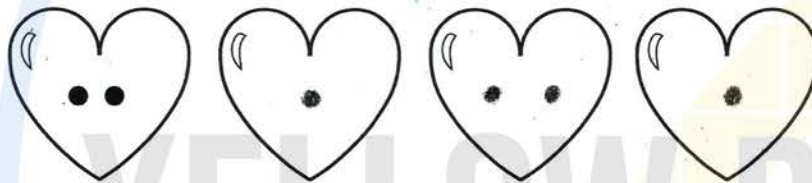
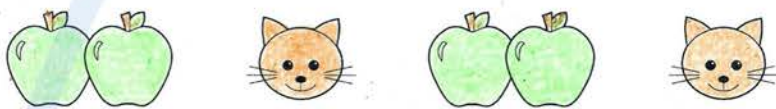


Students write down important info, then fold the flap over to test their memory of each term

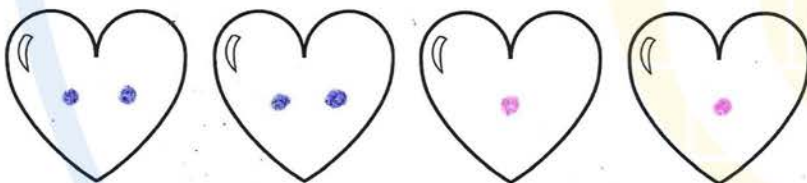
OUTPUT PAGE

RHYTHM REFLECTIONS

- Draw dots inside the hearts to show the number of sounds in each word.
- The first has been done for you.



1. Draw dots (or objects) in the hearts below to create a rhythm pattern.
2. Cut and fold each flap.
3. Draw more dots (or objects) on the outer flaps.
4. Fold one of more of the flaps at a time to see all the different patterns you can create.

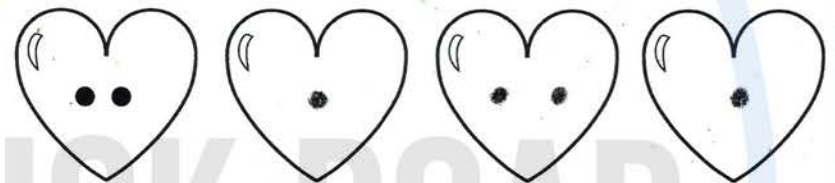


FOLD HERE FOLD HERE FOLD HERE FOLD HERE FOLD HERE FOLD HERE FOLD HERE FOLD HERE FOLD HERE FOLD HERE FOLD HERE FOLD HERE

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RHYTHM REFLECTIONS

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FOLD HERE FOLD HERE FOLD HERE

FOLD HERE FOLD HERE FOLD HERE FOLD HERE FOLD HERE FOLD HERE FOLD HERE FOLD HERE FOLD HERE FOLD HERE FOLD HERE FOLD HERE

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students apply,
analyze, and create

students compose and then
perform with body percussion

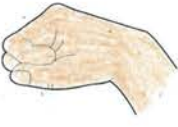
INPUT PAGE

PITCH

Pitch is...

how low or high a note sounds.

high
medium
low

mi		
re		
do		

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PITCH

Pitch is...

mi

re

do

PITCH

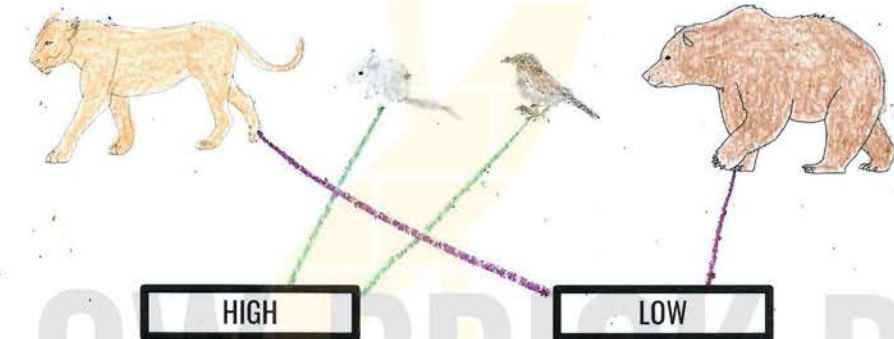
© 20

Students write down important info, then fold the flap over to test their memory of each concept

OUTPUT PAGE

PITCH REFLECTIONS

Draw a line to match the animals that make high or low pitched sounds.



The activity page features four animal illustrations: a lion, a mouse, a bird, and a bear. Below them are two boxes labeled 'HIGH' and 'LOW'. Colored lines connect the animals to the boxes: a purple line from the lion to 'HIGH', a green line from the mouse to 'HIGH', a green line from the bird to 'LOW', and a purple line from the bear to 'LOW'.

Draw a line from the caterpillar to the butterfly. It can be as curvy as you want.
Then, explore your voice by following the direction of the line with your singing voice.



A green caterpillar is at the bottom left and a blue butterfly is at the top right. A wavy blue line connects them. A large black circular arrow icon is at the bottom right.

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students analyze and compose using what they've learned from the input page

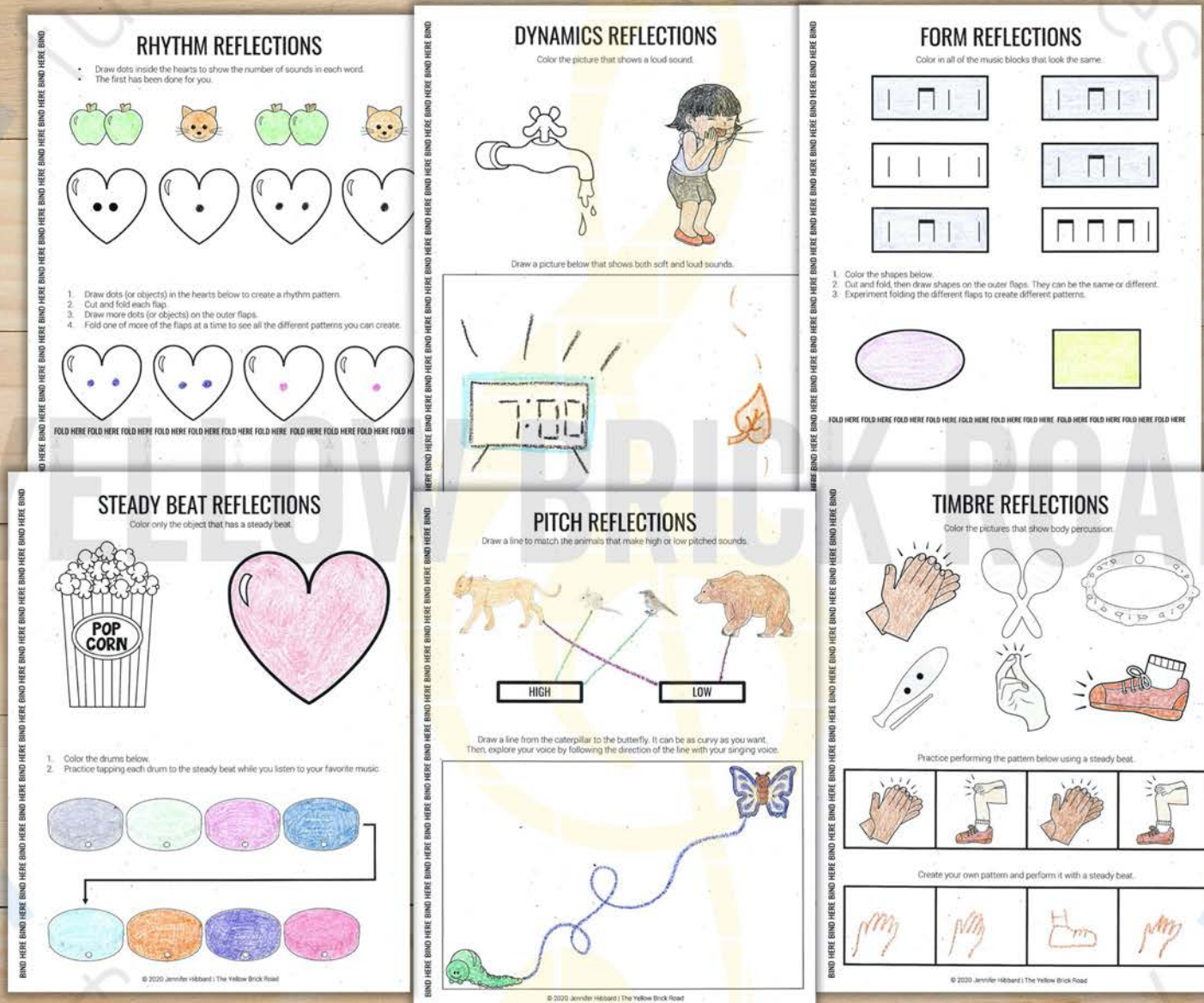
INPUT PAGES

STEADY BEAT		RHYTHM		PITCH		PITCH		CONCERT MANNERS	
Steady beat is the...	pulse of the music	Rhythm is...	the length of musical sounds	Pitch is...	how low or high a note sounds	Pitch is...	how low or high a note sounds	Indoor Symphony Orchestra Concert	The audience is silent and claps at the end of each piece of music.
Steady beat can be...	fast	Quarter Note		mi		so		Rock Concert in the Park	The audience sings along and moves to the music with the performing group.
Steady beat can be...	slow	Barred Eighth Notes		re		mi			
				do					

FORM		DYNAMICS		TIMBRE		STUDENT PERFORMANCE REFLECTIONS	
Form is the...	overall plan of a piece of music	Dynamics are the...	louds & softs of music	Timbre is the...	special sound that an instrument or object makes	PERFORMANCE GROUP NAME	PERFORMANCE TITLE
Form can be...	two same parts	Dynamics can be	soft	CLAP	body percussion	Pink Floyd	On the Turning Away
Form can be...	a same and different part	Dynamics can be	loud	PAT	body percussion	WHAT KIND OF MUSIC WAS IT?	WHAT DID YOU NOTICE ABOUT THE PERFORMANCE?
				SING	voice choice	Prog. Rock	David Gilmeur
				SPEAK	voice choice	WHAT WAS THE MUSIC ABOUT?	WHAT DID YOU LIKE ABOUT IT?
				PITCHED	instrument family	Caring about others like you care for yourself	I liked the message
				UN-PITCHED	instrument family		

There are input pages for each concept covered; including steady beat, rhythm, pitch, dynamics, form, timbre, texture, staff, concert manners and more.

OUTPUT PAGES



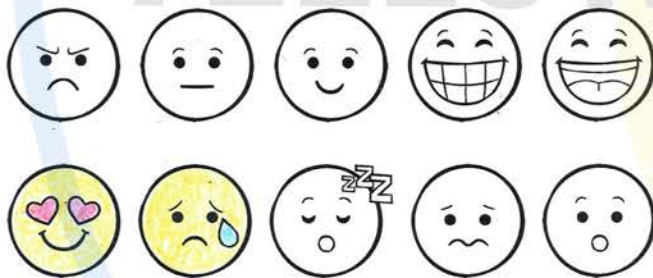
There are output pages for each concept covered; with creative ways students can show higher order thinking by analyzing, evaluating, and creating.

LISTENING REFLECTIONS & PROMPTS

LISTENING REFLECTIONS

COMPOSER	TITLE OF THE MUSIC
Florence Price	Ethiopia's Shadow in America Andante
WHAT KIND OF MUSIC WAS IT?	WHAT YEAR WAS THE MUSIC COMPOSED?
orchestral	1932
WHAT WAS THE MUSIC ABOUT?	HOW OLD WAS THE COMPOSER WHEN THEY WROTE THE MUSIC?
enslaved people's resignation and faith	45

Circle or color the emojis that show how you felt about the music you just heard.

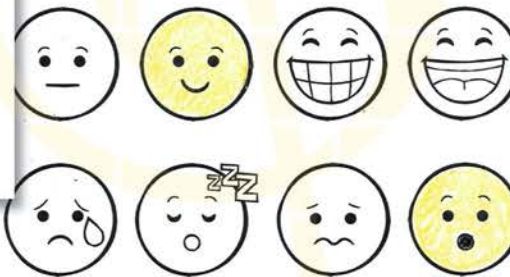


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PERFORMANCE REFLECTIONS

PERFORMER GROUP NAME	PERFORMANCE TITLE
Floyd	On the Turning Away
WHAT KIND OF MUSIC WAS IT?	WHAT DID YOU NOTICE ABOUT THE PERFORMANCE?
Rock	David Gilmour
WHAT WAS THE MUSIC ABOUT?	WHAT DID YOU LIKE ABOUT IT?
about others care for yourself	I liked the message.

Circle or color the emojis that show how you felt about the music you just heard.



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LISTENING REFLECTION WRITING & DRAWING PROMPTS

Write the prompts below on a separate piece of paper. Mark next to each prompt you complete.

- ☐ I feel... the emotion evoked from a specific song or piece.
- ☐ This piece is... why this piece is your favorite.
- ☐ The music I noticed... what the music element of your choice.
- ☐ The composer is... what makes this person/their music inspirational.
- ☐ The music affects me because... why music in movies is so effective.
- ☐ The music ascends; I think... how this dynamic change affects the audience.
- ☐ The music is a memory... why people or places that are important to the memory.
- ☐ The story in your mind as you listen to music... draw what you've imagined.
- ☐ Incorporating musical signs and symbols... if possible, you could draw a shape made entirely of musical

- ☐ Draw and color a picture using only the tone colors (timbre) represented by the music you hear.
 - In art, we would call this monochromatic.

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students write about composers, reflect on performances, and choose writing and drawing prompts to complete