Kindermusik ABC Music & Me

An Alignment to The Creative Curriculum Developmental Continuum (4th Ed.)

SOCIAL-EMOTIONAL DEVELOPMENT	
SENSE OF SELF	
Curriculum Objectives	Kindermusik ABC Music & Me
1 Shows ability to adjust to new situations	**The Rituals: Greeting and Goodbye** Each lesson begins and ends with the Greeting and Goodbye rituals. The predictability of these rituals helps children relax into a new situation and adapt to regular changes in the classroom schedule. EXAMPLE: "Hello and welcome to ABC Music & Me! It's time to wave to our friends and sing hello!"; "Time to wave goodbye until next time!"
2 Demonstrates appropriate trust in adults.	**Group Circle Time** Unit activities are centered around group circle time. Group time naturally encourages children focus on the teacher as a facilitator and positive role model. Children look to the teacher to model important behaviors such as listening as well appropriate responses and movement. Through imitating the teacher's behaviors, children develop trust in the teacher as a role model and learning resource. EXAMPLE: Children listen to a poem and imitate the accompanying hand motions modeled by the teacher. **Movement and Instrument Exploration and Play-Along** During these activities, teachers both model behaviors and imitate student behaviors. Validating a child's ideas through imitation encourages self confidence in the learning process and in the student-teacher relationship. EXAMPLE: In Around the Farm, the teacher is instructed to help children explore new ways to play the rhythm sticks as well as look for opportunities to imitate children's ideas.
3 Recognizes own feelings and manages them appropriately.	The following activities help children to explore emotions and exert self-control and inhibitory control over their reactions. **Singing and Vocal Play**

	Through singing songs and vocal play, children use their voices to express emotion. Singing is a natural emotional outlet and children explore ways to use tone and volume to express feelings more clearly. During vocal play, children learn to make noises or sounds, such as animal or even bus sounds, and to express themselves vocally EXAMPLE: Children use rising vocal inflection to make popping sounds like popcorn in Home Sweet Home. **Movement** Movement provides children with a physical outlet to an emotional response and helps them develop self-control over their bodies and inhibitory control over their emotional responses, movements, and reactions. EXAMPLE: Children make the appropriate hand gestures, raising their arms up high, then down low in response to music in Let's Play. **Instrument Exploration and Play-Along** Children practice appropriate reactions and responses through instrument exploration and play-along. EXAMPLE: Children play egg shakers fast and slow in Let's Play.
4 Stands up for rights.	**Turn-Taking and Group Movement** Young children have opportunities to assert their needs and desires during turn-taking with shared instruments or during group movement activities. EXAMPLE: A child might say "It's my turn now" as drum is passed around during turn-taking or suggest his or her own ideas for movements during group activities.

SOCIAL-EMOTIONAL DEVELOPMENT	
RESPONSIBILITY FOR SELF AND OTHERS	
Curriculum Objectives	Kindermusik ABC Music & Me
5 Demonstrates self-direction and independence.	**Movement** Through creative and expressive movement activities, children choose independent physical actions. EXAMPLE: Children show how they can hop like frogs in Animals A-Dancing. **Instrument Explorations and Play-Along** In these activities, children choose patterns and sounds to

		produce independently. EXAMPLE: Children explore different ways to play the zig zag blocks, then play them along to music in Carnival of Music.
6	Takes responsibility for own well-being.	**Pretend Play** Children develop important real-life skills through play by pantomiming self-help skills, chores, and practices for healthy living. EXAMPLE: Children pantomime motions for cooking and cleaning in "Home Sweet Home" and for taking a bath in "Splash!"
7	Respects and cares for classroom environment and materials.	**Rituals: Clean-Up** The clean-up ritual appears at the end of every activity involving a prop or instrument. Through the use of repetitive language set to a melody that appears throughout the program, children develop a sense of responsibility to classroom materials. Learning to use instruments and props in appropriate ways as well as put away materials before starting another activity. EXAMPLE: "Bells away, bells away, gently put the bells away".
8	Follows classroom routines.	Each unit provides young children with structured circle-time group activities including careful teacher prompting using audio, visual, and musical cues. EXAMPLE: **Rituals—**Takes and puts away instruments during instrument-getting and putting-away music. **Movement—** Listens to instructions before engaging in movment, stops playing an instrument when hears "Aaaaand stop."
9	Follows classroom rules.	Each ABC Music & Me unit provides children with a familiar structure. Children have opportunities to follow simple aural directions and develop physical self-control, important forerunners of following classroom rules. EXAMPLE: **Group Circle Time—**Children are directed to sit in their "music spots" at the start of each lesson. **Storytime—**Children learn to sit quietly and focus on the teacher as the storyteller, yet participate in response to questions posed by the teacher about the story.

SOCIAL-EMOTIONAL DEVELOPMENT

PROSOCIAL BEHAVIOR	
Curriculum Objectives	Kindermusik ABC Music & Me
10 Plays well with other children.	**Group Movement** During group movement activities, children have opportunities to participate in organized play and to cooperate with others. EXAMPLE: Children wave to their friends as they pass each other while dancing in Let's Play. Children participate in a group game with a beach ball in Splash! **Singing** Singing in a group invites socialization. EXAMPLE: Children play creatively as a group while singing and doing the motions for *Peanut Butter and Jelly* in Home Sweet Home.
11 Recognizes the feelings of others and responds appropriately.	**Focused Listening** Through listening to recordings of sounds, children use auditory hints to identify and discuss the emotions of others as well as view their classmates' emotional responses to a variety of recordings. EXAMPLE: Students listen for emotions of children playing on a playground in Let's Play. They explore emotional responses to winter sounds in Outside My Window.
12 Shares and respects the rights of others.	**Turn-Taking** During turn-taking, children must wait patiently for their turns and then share with their peers when individual time is up. EXAMPLE: Children line up and wait their turn for a ball toss in Carnival of Music. **Group Movement** Group movement activities allow children opportunities to share physical space. EXAMPLE: During creative movement activities, children mind that their personal movements do not interfere with those of their peers.
13 Uses thinking skills to resolve conflicts.	**Turn-Taking and Group Movement** During group sharing of musical instruments and group movement activities, opportunities may arise to accept or devise solutions to problems. EXAMPLE: Children who collide during a hopping

	activity may determine that they will have more space to move if they utilize different areas of the classroom.

PHYSICAL DEVELOPMENT	
GROSS MOTOR	
Curriculum Objectives	Kindermusik ABC Music & Me
14 Demonstrates basic locomotor skills (running, jumping, hopping, galloping).	**Movement** Most lessons include activities requiring locomotive movement, including moving with direction, and moving with increasing physical coordination. EXAMPLE: Children walk, run, and stomp in On the Go. For children with physical disabilities, adaptations of locomotor movements are recommended in the Strategies Guide: Meeting Special Needs.
15 Shows balance while moving.	**Movement** Movement activities include opportunities for children to develop balance in the following ways: they start, stop, and change directions; avoid obstacles while moving; walk on toes; walk in a straight line; and walk backwards. EXAMPLE: In Outside My Window, children play a game where they walk, jump, and tiptoe around the sun, then fall down (BOOM!). In On the Go, children practice moving forward and backwards like a train.
16 Climbs up and down.	**Movement** While ladders and ramps are not included in the program, children do have opportunities to move both high and low and to mimic climbing motions. EXAMPLE: In Let's Play, children move their limbs high and low while pretending to climb a ladder or swing on swings.
17 Pedals and steers a tricycle (or other wheeled vehicle).	**Movement** While cycles are not included in the program, children do have opportunities to pantomime pedaling and steering vehicles. EXAMPLE: Children practice steering using paper plate steering wheels in On the Go. Children mimic the pedaling and steering motions of riding bicycles in Out

	and About.
18 Demonstrates throwing, kicking, and catching skills.	**Movement** Children have the opportunity to practice throwing, kicking, and catching skills in various ways throughout the units. EXAMPLE: Children play a ball-tossing game using a beanbag in Carnival of Music. They roll and catch a beach ball as well as pantomime playground movements in Let's Play.

PHYSICAL DEVELOPMENT	
FINE MOTOR	
Curriculum Objectives	Kindermusik ABC Music & Me
19 Controls small muscles in hands.	**Fingerplays and Instrument Exploration and Play-Along** Through fingerplays and playing musical instruments, children build fine muscle control and coordination allowing manipulation of small objects. EXAMPLE: In Let's Play, children practice wiggling fingers, making tight fists, and waving, shaking, and clapping their hands fast and slow. In Outside My Window, children grasp the one-bell jingles and play a steady beat.
20 Coordinates eye-hand movement.	**Group Movement and Instrument Exploration and Play-Along** Children perform simple manipulations with increasing control as they participate in group movement or play musical instruments. EXAMPLE: Children use scarves to pretend to dust in Home Sweet Home. Children beat a drum or play a triangle and woodblock using a striker or mallet.
21 Uses tools for writing and drawing.	**Family Guide Writing Activities** In each monthly Family Guide, children have one or more activities that focus on handwriting and drawing skills, including basic handwriting skills that require holding a marker or crayon and copying simple shapes and uppercase letters. EXAMPLE: Children trace wavy lines under a boat in On the Go. **Instrument Exploration and Play-Along** Children develop the muscles needed for grasping

	writing utensils by grasping and holding instruments in various ways, such as: • one-bell jingles • rhythm sticks • mallet and striker

COGNITIVE DEVELOPMENT	
LEARNING AND PROBLEM SOLVING	
Curriculum Objectives	Kindermusik ABC Music & Me
22 Observes objects and events with curiosity.	**Instrument Exploration and Play-Along** Children explore and examine new musical instruments, noticing attributes such as texture and the resulting changes in sound. EXAMPLE: In On the Go and Home Sweet Home, children explore the sound produced with the mallet on the woodblock. **Focused Listening Storytime** Focused listening activities help children to develop attention skills and seek relevant information. EXAMPLE: In On the Go, children identify recorded sounds such as turning on a car or fastening a seatbelt.
23 Approaches problems flexibly.	**Movement and Instrument Exploration and Play-Along** Children imitate adults and peers in solving musical problems. They find multiple uses for objects and are encouraged to experiment with materials in new ways. EXAMPLE: Children experiment with different ways to play a scraper instrument so that it makes a "ribbit" sound in Animals-A-Dancing. Children use scarves as boat sails in Splash! and as picnic blankets in Out and About.
24 Shows persistence in approaching tasks.	Each ABC Music & Me unit features fast-paced lesson plans that help young children to stay engaged in each activity for short periods and to see simple tasks through to completion. EXAMPLE: **Rituals:** Children are asked to put their instruments away at the end of each Instrument Play-Along activity.
25 Explores cause and effect.	**Singing, Movement, and Instrument Exploration and**

	Play-Along In each unit, teachers support children in developing observational skills, such as noticing the effects of playing musical instruments, and encourage children to test out possibilities. EXAMPLE: Children experiment with making high and low sawing sounds with their voices in Home Sweet Home. Children explore the difference in sound when they play the egg shaker loudly, quietly, up high, down low, fast, and slow in Animals A-Dancing.
26 Applies knowledge or experience to a new context.	Each ABC Music & Me unit features repeated activity types that help children learn to draw on past experiences and to apply this knowledge to similar situations. Children can apply new vocabulary or information learned in one activity to a new situation in another activity or outside the classroom. EXAMPLE: Children use stop/go signals in On the Go as visual cues for movement; they can apply this knowledge to understanding signs and symbols both inside and outside the classroom. In the same unit, children learn to play an eggshaker in various ways to achieve different kinds of sounds; they learn to apply these experimentation skills to playing other instruments over the course of subsequent units.

COGNITIVE DEVELOPMENT	
LOGICAL THINKING	
Curriculum Objectives	Kindermusik ABC Music & Me
27 Classifies objects.	While the program doesn't emphasize sorting of physical objects, it does provide opportunities for children to practice the concepts such as "same" and "different," forerunner skills to classification (see below).
28 Compares/measures.	**Focused Listening, Singing and Vocal Play, Movement, and Instrument Exploration and Play-Along** While working with rhythm and sounds, children notice similarities and differences and use comparative words related to speed and volume. EXAMPLE: Children listen for the difference between the sounds of an adult elephant and baby elephant in

		Animals A-Dancing. Children experience differences in faster/slower and louder/softer in both music and voice.
29	Arranges objects in a series.	**Focused Listening** While this program doesn't emphasize arranging physical objects, children do have opportunities to identify how sounds work together in a series to tell a story. EXAMPLE: Children identify the the sounds of getting into a car from start to finish in On the Go. Children listen for the progression of heating kernels and popping corn in Home Sweet Home.
30	Recognizes patterns and can repeat them.	**Movement, Singing and Vocal Play, and Instrument Exploration and Sing-Along** Children are given many opportunities to recognize patterns of sound and to repeat those patterns either through movement, voice, or by playing instruments. Children also develop steady beat competency, including producing a steady beat using instruments and moving their bodies to a steady beat. EXAMPLE: In Animals A-Dancing, children act out the rhythm to a rhyme with motions, then with rhythm sticks. In Around the Farm, children listen to a recording of a horse galloping and reproduce the galloping sounds with cups.
31	Shows awareness of time concepts and sequence.	**Storytime** By participating in Storytime, children develop a sense of sequences of events as well as learn basic concepts of time. EXAMPLE: In Let's Play, the story *Golden Bear* helps children to explore appropriate bedtime rituals. In Carnival of Music, *Shoefly Pie* tells the story of a young bear who goes to a carnival. Children learn what Barley bear does first, next, and last. Environmental clues, such as the darkening of the sky, help children identify time of day and time elapse. Repetitive language encourages children to determine when a certain even will occur. **Movement and Singing** Children practice sequence during many movement activities and singing activities. Children perform songs and group movements in sequence and learn concepts such as "start" and "end." EXAMPLE: In Out and About, children sing a song

	about going on a picnic with accompanying motions. They prepare for the picnic, walk to the picnic, spread out a blanket, and then eat. **Pretend Play** Through pretend play, children become familiar with practical forms of sequence, such as the order of getting dressed. Children explore time concepts such as morning and night as well as seasons of the year. EXAMPLE: In Outside my Window, children pretend to participate in summer and winter outdoor activities.
32 Shows awareness of position in space.	**Pretend Play, Movement, and Instrument Exploration and Play-Along** Children develop comprehension of positional words as they respond to aural cues for movement from the teacher or audio CD. EXAMPLE: In Let's Play, children swing their arms forward and back and move up high and down low while pretending to play on a playground. Children have many opportunities to build awareness of their bodies moving through space, and increase awareness of their position in space relative to other children. EXAMPLE: In On the Go, children "drive cars" around the room, moving fast and slow and avoiding colliding with other children.
33 Uses one-to-one correspondence.	**Instrument Exploration and Play-Along** In every unit, children build awareness of one-to-one correspondence as teachers pass out one instrument or pair of instruments to each child.
34 Uses number and counting.	**Singing, Movement, and Instrument Exploration and Play-Along** Children have opportunities to practice numbers 1-10 as they count fingers on a hand or practice musical patterns like one-two-three. EXAMPLE: In Splash!, children count, tap, and sing in groups of three.

COGNITIVE DEVELOPMENT

REPRESENTATION AND SYMBOLIC THINKING	
Curriculum Objectives	Kindermusik ABC Music & Me
35 Takes on pretend roles and situations.	**Movement, Singing, and Pretend Play** These types of activities provide children with opportunities to imitate actions and routines, and experience pretend roles and situations. EXAMPLE: In Home Sweet Home, children sing a song about and make the motions for making a peanut butter and jelly sandwich. In Out and About, children take a pretend hike together in the mountains.
36 Makes believe with objects.	**Movement, Singing, and Pretend Play** Children use pantomime or props to represent real objects. EXAMPLE: In Splash!, teachers may choose to have children use real washcloths to pretend to take a bath in a tub. In Carnival of Music, children use scarves as pretend flags to march in an imaginary parade.
37 Makes and interprets representations.	**Storytime, Focused Listening, Movement, Vocal Play and Pretend Play** Children attend to the special language in story dialogue or sounds from the audio CD and use these ideas during movement or pretend play activities. EXAMPLE: Children listen to *Cows in the Kitchen* from Around the Farm, and then imitate animal movements and sounds in their own ways.

LANGUAGE DEVELOPMENT	
LISTENING AND SPEAKING	
Curriculum Objectives	Kindermusik ABC Music & Me
38 Hears and discriminates the sounds of language.	**Focused Listening** Through focused listening activities, children listen actively for sounds in their environment, building important auditory attention and discrimination skills that are pre-cursors to phonemic awareness. EXAMPLE: Children listen to an audio recording of children playing on a playground in Let's Play. **Songs and Poems** Children expand their vocabularies and language skills

	by listening to and participating in nursery rhymes and singing songs. Through saying songs and poems, children practice higher forms of speech and develop speech fluency through using repetitive and rhythmic language. Children also recognize and say repetitive phrases that play with sounds. EXAMPLE: In Home Sweet Home, children say words in patterns, like "rap, rap, rap." In Splash!, they hear repeated alliterative phrases such as "Wishy washy wee!" **Vocal Play** Vocal play activities provide children with the opportunity to learn about sounds and language by playing with words and experimenting with making sounds. EXAMPLE: Children use their voices to make a wide variety of animal sounds in Around the Farm. **Take-Home Audio CD** With the take-home audio CD, children have the opportunity to repeat the above activities in their home environments.
39 Expresses self using words and expanded sentences.	**Group Circle Time** Children have many opportunities to discuss ideas and share their thoughts during circle time discussions and the Lessons 2 & 4 activity extensions. During these activities children are encouraged to express themselves using both simple and expanded sentences. EXAMPLE: In Carnival of Sounds, children examine photos of a carnival and discuss what sounds they might hear. **Songs and Poems** During songs and poems children express themselves using spoken words and sung lyrics. EXAMPLE: In Let's Play, children sing a song about different things a teddy bear can do. Children have the opportunity to suggest their own ideas for what the teddy bear could do at the end of the song. **Family Guide** Using the Family Guide speaking activities, children can engage in extended conversations at home. EXAMPLE: In Animals A-Dancing, children have a

	discussion with a parent or care-giver about how they would feel if kissed by a frog.
40 Understands and follows oral directions.	Each ABC Music & Me unit features activities that ask children to follow oral directions. Throughout the lessons, children follow oral directions that are combined with accompanying gestures. EXAMPLE: Children practice following one-step directions, such as, "Walk in a circle," and two-step directions such as, "Tiptoe back to a music spot and sit sooo still." Children working on the forerunner skills have many opportunities to associate words like "march", "run", and "hop" with the appropriate actions. **Family Guide** In the Family Guide listening activities, children have opportunities to follow simple directions from parents or family members and respond verbally, with gestures, or in shared writing. EXAMPLE: In Let's Play, children follow instructions to color in different shapes using a designated color.
41 Answers questions.	The ABC Music & Me lessons are highly interactive, and often encourage children to participate using vocal responses and by answering questions. During thematic introductory activities, children use one- or two-word answers to respond to prior experience questions. EXAMPLE: In Carnival of Music, children respond to the question: "Have you ever been to a carnival?" During the Lessons 2 & 4 extension activities, children have opportunities to provide extended responses to questions. EXAMPLE: In Animals A-Dancing, children answer the question: "What are some ways an elephant might play at the zoo?" Children working on the forerunner skills can participate in answering yes/no questions with words, gestures, or signs. EXAMPLE: In Around the Farm, a child may nod or shake his or her head in response to: "Do you want the

	frog to kiss you?”
42 Asks questions.	**Storytime** Following Storytime, children have opportunities to ask simple questions or questions that help deepen their understanding of the story or subject.
43 Actively participates in conversations.	**Rituals: Greeting and Goodbye** Children working on forerunner skills have opportunities during each lesson’s Rituals: Greeting and Goodbye to respond to social greetings. EXAMPLE: Children sing and wave hello to their friends. Each ABC Music & Me unit provides children with opportunities to respond to comments or questions from the teacher or other children. EXAMPLE: In On the Go, children have a discussion about things that move quickly and slowly, then imitate them. **Family Guide** The Family Guide activities encourage parents and caregivers to engage children in active conversations on thematic topics and activities. EXAMPLE: In On the Go, children engage in a discussion with parents about various types of transportation vehicles.

LANGUAGE DEVELOPMENT	
READING AND WRITING	
Curriculum Objectives	Kindermusik ABC Music & Me
44 Enjoys and values reading.	**Storytime** In each unit, children benefit from a positive reading experience during storytime. Children listen to the story read-aloud by the teacher or audio CD; they look at illustrations accompanying the spoken story; and they actively participate during the read-aloud to answer questions. **Family Guide** Each story appears in the Family Guide, so students

		experience the benefits of storytime in their home enviroment with their parents or care-givers. Adults can choose to read the printed words aloud or can enjoy joint listening with their children using the take-home audio CD.
45	Demonstrates understanding of print concepts.	**Storytime** Children have opportunities to develop concepts of print as teachers read stories aloud during storytime. Children learn to turn the pages, that pictures and illustrations carry meaning that can help explain the text, that letters and words are symbols that carry meaning, that language follows a certain format, and that text moves from left to right and from top to bottom. **Family Guide** In the Family Guide, children can interact with parents or care-givers while listening to the story read aloud at home.
46	Demonstrates knowledge of the alphabet.	**Family Guide** While learning the alphabet is not a focus of this program, children do have opportunities to practice many alphabet letters in the Family Guide reading and writing activity pages. EXAMPLE: In On the Go, children learn about the letter "B" and color in "B" words.
47	Uses emerging reading skills to make meaning from print.	**Movement** Children working on the forerunner skills have opportunities to associate symbols with meaning. EXAMPLE: In On the Go, the teacher holds up a "stop" or "go" sign to indicate to children when and how they should move. **Storytime** During storytime, children have opportunities to use the illustrations to make inferences and predictions about what is happening in the story. EXAMPLE: In On the Go, children use illustrations to guess that the bears will pedal their bike right into a giant hole.
48	Comprehends and interprets meaning from books and other texts.	**Storytime** Children have the opportunity to repeat words and actions demonstrated in the stories. EXAMPLE: In Out and About, children pretend to pack a picnic like the character in "Let's Go, Froggy!"

	Songs and Poems During singing and rhyme activities, children act out main events of the narrative. EXAMPLE: In Let's Play, children turn around like the teddy bear in the song.
49 Understands the purpose of writing.	**Family Guide** In the Family Guide writing activities, children have opportunities to make books to be read aloud at home by a parent or family member. EXAMPLE: In Animals A-Dancing, children make a "P" book and read about animals that start with the letter "P".
50 Writes letters and words.	**Family Guide** In the Family Guide writing activities, children have opportunities to build handwriting skills by tracing lines and letterforms and to write their names. EXAMPLE: In Home Sweet Home, children practice tracing and writing the letter "H".