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MUSIKGARTEN: A COMPREHENSIVE AND INTEGRATED MUSIC CURRICULUM FOR YOUNG CHILDREN FROM BIRTH

	<- Birth to 16 months ->	<---- 16 months to 4 yrs ----->	<-----4 to 5.5 yrs ----->	<-----5.5 to 6 yrs--- -->	<-----6 yrs - above ----->
	FM Babies	FM Toddlers	Cycle of Seasons	Intro KB	Keyboard/Piano
	<i>Parents with Babies</i>	<i>Toddlers with Adult Accompaniment</i>	<i>Toddlers with Adult Accompaniment</i>	<i>Attend Independently with Parent Sharing Time</i>	
	Sensory Motor	Sensory Motor	Sensory Motor	Conceptual	
	Non Sequential			Sequential	
Singing	Adults singing; no expectations of child	Adults sing; no expectations of child, child may join in with very familiar material.	Children begin to sing very familiar songs; begin to be mindful of singing tunefully; can sing resting tone	Singing to internalize material to be played on the keyboard	
Moving	Adult generates full body beat and flow; bounce, rock, dance, tap, turn; body awareness	Locomotion: walk, run, stop/start, jump, march, etc; flowing motion of a dance; spatial awareness (hoops); circle dance to provide sense of community.	Impulse control, spatial awareness, and balance; expect more from the children at this point; simple structured circle dances; recorded music to nurture movement response to music	Movements/dances to foster ensemble skills, comprehension of meter, and familiarity of the song repertoire to be played on the keyboard	
Listening	"Aural Bath" of songs, chants & patterns of the culture	Isolated familiar sounds tied thematically to the lesson	Isolated contrasting sounds from nature (blue jay and cardinal)	Keyboard/Song Process to bridge between the singing circle and the keyboard; Classical piano literature to become familiar with the repertoire of the instrument;	
Instrument Playing	Sensory exploration; flow and steady beat	Sticks, jingles, shakers, scarves, hoops - explore plus steady beat. Add drums, resonator bars to encourage matching beat	Introduce ostinati; transfer to movement ideas to instruments	Keyboard Activities promote instrumental skills necessary to play the song repertoire on the keyboard	
Patterns	Hear patterns in duple, triple, major and minor	Echo on a neutral syllable	Echo using a rhythm language or solfege Isolate familiar patterns in a song	Build repertoire of visually and aurally familiar patterns. Find those patterns in song repertoire. Apply knowledge to unfamiliar patterns. Compose and improve using those patterns	

Gordon's Skill Sequence	Aural	Aural/Oral	Verbal Association- Partial Synthesis (Aural Recognition)	Symbolic Association - Composite Synthesis- Generalization- Composition/Improvisation- Theoretical Understanding
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Class Duration :	30 minutes	30 minutes	45 minutes	50 minutes	60 minutes
	Parent Sharing Time		Parent Sharing time		