

MUSIC CURRICULUM STANDARDS KINDERGARTEN

Standard 1.0 Singing

Students will sing alone and with others, a varied repertoire of music.

Grade Level Expectations (GLEs)

The student will

- 1.1 Develop skill in singing simple songs.
- 1.2 Explore high and low pitches.
- 1.3 Explore upward and downward direction vocally.

Checks for Understanding

- 1.1 Demonstrate whispering, speaking, shouting, and singing voices.
Sing a simple song with others (words, pitches, rhythm).
- 1.2 Sing, alone, a so-mi pattern accurately.
- 1.3 Sing a short melodic pattern that moves in an upward and/or downward direction.

Student Performance Indicators (SPIs)

The student is able to

- 1.1.1 Demonstrate, vocally, singing and speaking voices.
- 1.1.2 Sing, with others, a simple song on pitch.
- 1.1.3 Sing, alone, a simple song on pitch.

- 1.2.1 Demonstrate, vocally, high and low pitches.
- 1.2.2 Sing a so-mi pattern.
- 1.2.3 Sing, matching pitch, a so-mi pattern.

- 1.3.1 Create vocal sounds that move upward and downward in response to visual and movement cues.
- 1.3.2 Sing, with a group, short melodic patterns that move upward and downward.
- 1.3.3 Sing, with a group, a simple song that moves upward and downward.

Standard 2.0 Playing Instruments

Students will perform on instruments, alone and with others, a varied repertoire of music.

Grade Level Expectations (GLEs)

The students will

- 2.1 Develop skill in reproducing steady beat.
- 2.2 Explore playing long/short and fast/slow sounds.
- 2.3 Play high and low sounds.

Checks for Understanding

- 2.1 Imitate a steady beat using their body.
- 2.2 Perform long and short sounds on instruments.
Perform fast and slow sounds on instruments.
- 2.3 Perform high and low sounds on instruments from visual or verbal cues.

Student Performance Indicators (SPIs)

The student is able to

- 2.1.1 Identify a steady beat.
- 2.1.2 Imitate a steady beat using body percussion or instruments.
- 2.1.3 Maintain a steady beat independently.

- 2.2.1 Identify long/short and fast/slow sounds.
- 2.2.2 Imitate long/short and fast/slow sounds.
- 2.2.3 Choose and play long/short and/or fast/slow sounds appropriate for song, story, poem, or recorded selection.

- 2.3.1 Identify high and low sounds.
- 2.3.2 Perform high and low sounds from visual or verbal cues.
- 2.3.3 Choose and play high or low sounds appropriate for song, story, poem, or recorded selection.

Standard 3.0 Improvising

Students will improvise melodies, variations, and accompaniments.

Grade Level Expectations (GLEs)

The student will

- 3.1 Create instrumental sounds to accompany songs, poems, and stories.
- 3.2 Create vocal sounds to accompany songs, poems, and stories.
- 3.3 Improvise creative movement to accompany songs, poems, stories, and listening examples.

Checks for Understanding

- 3.1 Play, on a percussion instrument, an improvised accompaniment for a song, poem, and/or story within specified teacher guidelines.
- 3.2 Improvise vocal sounds to accompany a song, poem, and/or story within specified teacher guidelines.
- 3.3 Improvise movements to accompany a song, poem, story, and/or listening example within teacher guidelines.

Student Performance Indicators (SPIs)

The student is able to

- 3.1.1 Explore playing sounds non-rhythmically using body percussion.
- 3.1.2 Explore playing sounds non-rhythmically using percussion instruments.
- 3.1.3 Select appropriate sounds from teacher-provided instruments.

- 3.2.1 Explore random vocal sounds.
- 3.2.2 Explore selected vocal sounds.
- 3.2.3 Improvise vocal sounds appropriate to the teacher-selected song, poem, or story.

- 3.3.1 Explore movement in response to a given song, poem, story, or listening example.
- 3.3.2 Explore movements in response to teacher-provided parameters.
- 3.3.3 Improvise movements appropriate to teacher-selected song, poem, story, or listening example.

Standard 4.0 Composing

Students will compose and arrange music within specific guidelines.

Grade Level Expectations (GLEs)

The student will

- 4.1 Create short compositions using a variety of sounds.

Checks for Understanding

- 4.1 Create a composition using a variety of sounds following teacher guidelines.

Student Performance Indicators (SPIs)

The student is able to

- 4.1.1 Explore a variety of sounds.
- 4.1.2 Create a composition using a variety of sounds.
- 4.1.3 Create and demonstrate a composition using a variety of sounds.

Standard 5.0 Reading and Notating

Students will read and notate music.

Grade Level Expectations (GLEs)

The student will

- 5.1 Interpret iconic representations of steady beat.
- 5.2 Interpret iconic representation of melodic direction.

Checks for Understanding

- 5.1 Perform a steady beat following iconic notation provided by the teacher.
- 5.2 Perform melodic direction following iconic notation provided by the teacher.

Student Performance Indicators (SPIs)

The student is able to

- 5.1.1 Recognize iconic notation for steady beat.
- 5.1.2 Interpret iconic notation for steady beat.
- 5.1.3 Interpret iconic notation for beat and no beat.

- 5.2.1 Recognize iconic notation for melodic direction.
- 5.2.2 Interpret and perform iconic notation for melodic direction.
- 5.2.3 Interpret and perform iconic notation for high and low sounds.

Standard 6.0 Listening and Analyzing

Students will listen to, analyze, and describe music.

Grade Level Expectations (GLEs)

The student will

- 6.1 Recognize same and different sections in familiar pieces of music.
- 6.2 Recognize the difference between voices and instruments.
- 6.3 Recognize musical characteristics in selected pieces of music.

Checks for Understanding

- 6.1 Demonstrate a moment of stillness before and after performing a song/poem and/or performing movement to a listening example.
Demonstrate same and different within a musical selection by using contrasting movements.
- 6.2 Identify a sound in a teacher-provided example as vocal or instrumental.
- 6.3 Demonstrate fast and slow movements in response to a teacher-provided example.
Identify musical selections as loud or soft.

Student Performance Indicators (SPIs)

The student is able to

- 6.1.1 Recognize that music has a beginning and an ending.
- 6.1.2 Respond to same and different within a musical selection.
- 6.1.3 Recognize same and different sections within a two-section musical selection.

- 6.2.1 Identify a sound as a voice or an instrument.
- 6.2.2 Recognize the difference between one voice or instrument and many voices or instruments.
- 6.2.3 Recognize differences between the voices of men, women, and children.
Recognize selected instruments by sight and/or sound.

- 6.3.1 Demonstrate fast, slow, loud, and soft.
- 6.3.2 Identify a selection as fast or slow.
Identify a selection as loud or soft.
- 6.3.3 Identify a selection as fast or slow and loud or soft.

Standard 7.0 Evaluating

Students will evaluate music and music performances.

Grade Level Expectations (GLEs)

The student will

- 7.1 Evaluate musical performances based on an age-appropriate criteria.
- 7.2 Develop and evaluate appropriate audience behaviors during a performance.

Checks for Understanding

- 7.1 Identify one feature, selected from options provided by the teacher, observed and/or heard during a performance (e.g., fast/slow, loud/soft, standing up straight).
- 7.2 Demonstrate sitting quietly during a performance.

Student Performance Indicators (SPIs)

The student is able to

- 7.1.1 Discuss a musical performance using teacher-given criteria.
- 7.1.2 Discuss a musical performance using grade-appropriate music vocabulary.
- 7.1.3 Discuss what students see and hear during classroom performances using grade appropriate vocabulary.

- 7.2.1 Discuss appropriate audience behaviors during a performance.
- 7.2.2 Demonstrate appropriate audience behaviors during a performance.
- 7.2.3 Evaluate audience behaviors exhibited during a performance.

Standard 8.0 Interdisciplinary Connections

Students will understand relationships between music, the other arts, and disciplines outside the arts.

Grade Level Expectations (GLEs)

The student will

- 8.1 Experience relationships between music and dance, visual art, and/or theatre.
- 8.2 Experience relationships between music and language arts.

Checks for Understanding

- 8.1 Identify a common element between music and another arts discipline (e.g., pattern, movement, sequence).
- 8.2 Identify the sequence of events in a song, poem, or story.

Student Performance Indicators (SPIs)

The student is able to

- 8.1.1 Experience music and dance, theatre, and/or visual art.
- 8.1.2 Explore common elements between music and dance, theatre, and/or visual art.
- 8.1.3 Identify common elements between music and dance, theatre, and/or visual art.

- 8.2.1 Experience music and language arts.
- 8.2.2 Explore common elements between music and language arts.
- 8.2.3 Identify common elements between music and language arts.

Standard 9.0 Historical and Cultural Connections

Students will understand music in relation to history and culture.

Grade Level Expectations (GLEs)

The student will

9.1 Experience music from various historical periods and cultures.

Checks for Understanding

9.1 Perform a song or singing game from another culture.

Student Performance Indicators (SPIs)

The student is able to

9.1.1 Explore musical examples from various historical periods and cultures.

9.1.2 Experience songs and singing games from various historical periods and cultures.

9.1.3 Recognize that musical examples come from different historical periods and cultures.