## 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**

- 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.