

Music (Kindergarten) Quarter 1

PART ONE - First 4.5 Weeks ***The material below should be covered within this time frame; specific pacing should be determined in school-based PLCs***

Power Standards:
N/A

Student Performance Indicators (SPIs):

***It is expected and understood that all music skills will be taught continuously throughout the school year in each unit of study. This spiraling of instruction allows for depth of knowledge and student mastery.*

*The standards listed below may be used to create common formative assessments for this academic quarter.***

Standard 1 Singing

- 1.1.1 Demonstrate, vocally, singing and speaking voices.
- 1.1.2 Sing, with others, a simple song on pitch.
- 1.2.1 Demonstrate, vocally, high and low pitches.

Standard 2 Playing Instruments

- 2.1.1 Identify a steady beat.
- 2.3.1 Identify high and low sounds.
- 2.3.2 Perform high and low sounds from visual or verbal cues.

Standard 7 Evaluating

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

Standard 8 Interdisciplinary Connections

- 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.

Content:

Content listed in the section is recommended in order to appropriately teach the identified standards. Teachers have the liberty to adjust and supplement the content listed in order to suit the needs of their students.

- Rules and Procedures
- Expectations for student behavior.
- Expectations for student performance.
- Entering and exiting room.
- Expectations for instrument playing.
- Demonstrate whispering, speaking, shouting, and singing voices.
- Sing a simple song with others (words, pitches, rhythm).
- Sing, alone, a so-mi pattern accurately.
- Imitate a steady beat using their body.
- Perform high and low sounds on instruments from visual or verbal cues.
- Identify the sequence of events in a song, poem, or story.
- Demonstrate sitting quietly during a performance.

PART TWO - Second 4.5 Weeks ***The material below should be covered within this time frame; specific pacing should be determined in school-based PLCs***

Power Standards:
N/A

Student Performance Indicators (SPIs):

***It is expected and understood that all music skills will be taught continuously throughout the school year in each unit of study. This spiraling of instruction allows for depth of knowledge and student mastery. The standards listed below may be used to create common formative assessments for this academic quarter. ***

Standard 1 Singing

- 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 cues.

Standard 2 Playing Instruments

- 2.1.2 Imitate a steady beat using body percussion or classroom instruments.
- 2.3.3 Choose and play high or low sounds appropriate for a song, story, poem, or recorded selection.

Standard 3 Improvising

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

Standard 9 Historical and Cultural Connections

- 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.

Content:

**** Continue to review and reinforce content from the first 4.5 weeks of this first quarter.** *Content listed in the section is recommended in order to appropriately teach the identified standards. Teachers have the liberty to adjust and supplement the content listed in order to suit the needs of their students.***

- Sing, alone, a so-mi pattern accurately.
- Sing a short melodic pattern that moves in an upward and/or downward direction.
- Imitate a steady beat using body percussion or classroom instruments.
- Perform high and low sounds on instruments from visual or verbal cues.
- Improvise movements to accompany a song, poem, story, and/or listening example within teacher guidelines.
- Perform a song or singing game from another culture.

Music (Kindergarten) Quarter 2

PART ONE - First 4.5 Weeks

The material below should be covered within this time frame; specific pacing should be determined in school-based PLCs

Power Standards:
N/A

Student Performance Indicators (SPIs):

***It is expected and understood that all music skills will be taught continuously throughout the school year in each unit of study. This spiraling of instruction allows for depth of knowledge and student mastery.*

*The standards listed below may be used to create common formative assessments for this academic quarter.***

Standard 1 Singing

1.1.3 Sing a simple song, alone, on pitch.

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 Playing 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 fast/slow sounds appropriate for song, story, poem, or recorded selection.

Standard 6 Listening, Analyzing, Describing

6.3.1 Demonstrate fast/slow and loud/soft.

6.3.2 Identify a selection as fast/slow or loud/soft.

6.3.3 Identify a selection as fast/slow and loud/soft.

Content:

**** Continue to review and reinforce content from**

Quarter 1. Content listed in the section is recommended in order to appropriately teach the identified standards. Teachers have the liberty to adjust and supplement the content listed in order to suit the needs of their students.**

- Sing a simple song with others (words, pitches, rhythm).
- Sing a short melodic pattern that moves in an upward and/or downward direction.
- Imitate a steady beat, independently, using their body or unpitched rhythm instrument.
- Perform long and short sounds on instruments.
- Perform fast and slow sounds on instruments.
- Perform high and low sounds on instruments from visual or verbal cues.
- Demonstrate fast and slow movements in response to a teacher-provided example.
- Identify musical selections as loud or soft.
- 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.

PART TWO - Second 4.5 Weeks ***The material below should be covered within this time frame; specific pacing should be determined in school-based PLCs***

Power Standards:
N/A

Student Performance Indicators (SPIs):

***It is expected and understood that all music skills will be taught continuously throughout the school year in each unit of study. This spiraling of instruction allows for depth of knowledge and student mastery. The standards listed below may be used to create common formative assessments for this academic quarter. ***

Standard 3 Improvising

- 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.

Standard 6 Listening, analyzing, Describing

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

Standard 8 Interdisciplinary Connections

- 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.

Content:

**** Continue to review and reinforce content from Quarter 1 and the first 4.5 weeks of this Quarter.** Content listed in the section is recommended in order to appropriately teach the identified standards. Teachers have the liberty to adjust and supplement the content listed in order to suit the needs of their students. **

- Play, on a percussion instrument, an improvised accompaniment for a song, poem, and/or story within specified teacher guidelines.
- Improvise movements to accompany a song, poem, story, and/or listening example within teacher guidelines.
- Identify a sound in a teacher-provided example as vocal or instrumental.
- Identify a common element between music and another arts discipline (e.g., pattern, movement, sequence).

Music (Kindergarten) Quarter 3

PART ONE - First 4.5 Weeks ***The material below should be covered within this time frame; specific pacing should be determined in school-based PLCs***

Power Standards:
N/A

Student Performance Indicators (SPIs):

It is expected and understood that all music skills will be taught continuously throughout the school year in each unit of study. This spiraling of instruction allows for depth of knowledge and student mastery. The standards listed below may be used to create common formative assessments for this academic quarter.

Standard 5 Reading and Notating

- 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.

Standard 4 Composing

- 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 6 Listening, Analyzing, and Describing

- 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.

Standard 7 Evaluating

- 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.

Content:

****Continue to review and reinforce content from Quarter 1 and 2.** Content listed in the section is recommended in order to appropriately teach the identified standards. Teachers have the liberty to adjust and supplement the content listed in order to suit the needs of their students.**

- Perform a steady beat following iconic notation provided by the teacher.
- Create a composition using a variety of sounds following teacher guidelines.
- 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.
- 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).

PART TWO - Second 4.5 Weeks <i>**The material below should be covered within this time frame; specific pacing should be determined in school-based PLCs**</i>		
Power Standards: N/A	Student Performance Indicators (SPIs): <i>**It is expected and understood that all music skills will be taught continuously throughout the school year in each unit of study. This spiraling of instruction allows for depth of knowledge and student mastery. The standards listed below may be used to create common formative assessments for this academic quarter. **</i> <u>Standard 6 Listening, Analyzing, and Describing</u> 6.2.3 Recognize selected instruments by sight and/or sound. <u>Standard 3 Improvising</u> 3.2.1 Explore random vocal sound. 3.2.2 Explore selected vocal sounds. 3.2.3 Improvise vocal sounds appropriate to teacher-selected song, poem, or story. 3.3.1 Explore movement in response to a given song, poem, story, or listening example. <u>Standard 5 Reading and Notating</u> 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.	Content: <i>**Continue to review and reinforce content from Quarter 1 and 2, and the first 4.5 weeks of this quarter. Content listed in the section is recommended in order to appropriately teach the identified standards. Teachers have the liberty to adjust and supplement the content listed in order to suit the needs of their students.**</i> <ul style="list-style-type: none"> • Identify a sound in teacher-provided examples as instrumental and identify by sight and sound. • Improvise movements to accompany a song, poem, story, and/or listening example within teacher guidelines. • Improvise vocal sounds to accompany a song, poem, and/or story within specified teacher guidelines. • Perform melodic direction following iconic notation provided by the teacher.

Music (Kindergarten) Quarter 4

PART ONE - First 4.5 Weeks ***The material below should be covered within this time frame; specific pacing should be determined in school-based PLCs***

Power Standards:
N/A

Student Performance Indicators (SPIs):

It is expected and understood that all music skills will be taught continuously throughout the school year in each unit of study. This spiraling of instruction allows for depth of knowledge and student mastery. The standards listed below may be used to create common formative assessments for this academic quarter.

Review and Reinforce:

Standard 1 Singing

Standard 2 Playing Instruments

Standard 5 Reading and Notating

Standard 8 Interdisciplinary Connections

Standard 9 Historical and Cultural Connections

Content:

****Continue to review and reinforce content from Quarter 1, 2 and 3.** Content listed in the section is recommended in order to appropriately teach the identified standards. Teachers have the liberty to adjust and supplement the content listed in order to suit the needs of their students.**

1. Singing
 - ✓ Singing simple songs, alone and with others.
 - ✓ So-Mi patterns
 - ✓ High and low pitches
 - ✓ Upward and downward
2. Playing Instruments
 - ✓ Maintain a steady beat independently.
 - ✓ Long/short, fast/slow, high/low sounds on instruments
5. Reading and Notating
 - ✓ Iconic representation for steady beat/no beat
 - ✓ Iconic representation for melodic direction
8. Interdisciplinary Connections
 - ✓ Relationships between music and the other arts
 - ✓ Relationships between music and language arts
9. Historical and Cultural Connections
 - ✓ Sing songs, play singing games, and listen to music from a variety of historic periods.
 - ✓ Sing songs, play singing games, and listen to music from a variety of different cultures from around the world, and from different cultures within the United States.

PART TWO - Second 4.5 Weeks ***The material below should be covered within this time frame; specific pacing should be determined in school-based PLCs***

Power Standards:
N/A

Student Performance Indicators (SPIs):

***It is expected and understood that all music skills will be taught continuously throughout the school year in each unit of study. This spiraling of instruction allows for depth of knowledge and student mastery. The standards listed below may be used to create common formative assessments for this academic quarter. ***

Review and Reinforce:

Standard 3 Improvising

Standard 4 Composing

Standard 6 Listening, Analyzing, and Describing

Standard 7 Evaluating

Content:

****Continue to review and reinforce content from Quarter 1 and 2, 3 and the first 4.5 weeks of this quarter.** Content listed in the section is recommended in order to appropriately teach the identified standards. Teachers have the liberty to adjust and supplement the content listed in order to suit the needs of their students.**

3. Improvise
 - ✓ Improvise rhythmic and non-rhythmic sounds using body percussion and percussion instruments.
 - ✓ Improvise random and selected vocal sounds.
 - ✓ Improvise movement.
 - ✓ Use improvised sounds and movement to accompany a song, story, poem, or recorded selection.
4. Composing
 - ✓ Create and demonstrate a composition using a variety of sounds.
6. Listening, Analyzing and Describing
 - ✓ Review of fast/slow and loud/soft music
 - ✓ Review of instrumental music (identify selected instruments by sound), vocal music (one voice/many voices, child/woman/man's voice).
7. Evaluating
 - ✓ Discuss musical performances and include self-evaluation.
 - ✓ Discuss and demonstrate appropriately audience behavior.