

General Music: Kindergarten

Standard 1.0 Singing

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

Learning Expectations

The student will

- 1.1 Develop skill in singing simple songs.
- 1.2 Reproduce high and low pitches.

Performance Indicators: Evidence Standard is Met

The student is able to

Level 1

- Sing repetitive, narrow-range songs alone and with others.
- Echo a variety of sounds in different registers.

Level 2

- Sing simple songs alone and with others, using good vocal tone.
- Echo short melodic patterns in a narrow range, alone and with others.

Level 3

- Sing simple songs, matching pitch within a narrow range.
- Sing simple songs, accurately using high and low pitches.

Sample Performance Task

Students will sing the song “Snail, Snail” which contains only three pitches. Students will move hands upward and downward to show the high and low pitches. They will play a singing game in which the teacher and students hold hands in a long line. As they sing the song, the teacher or a designated leader will lead the line into a coiled snail shell shape. To uncoil, they sing again and follow the leader out, or simply drop hands. The teacher will assess accuracy of pitch by moving around and listening to individual students.

Integration/Linkages

Critical Thinking, Language arts, Listening Skills, Speech

Standard 2.0 Playing Instruments

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

Learning Expectations

The student will

- 2.1 Develop skill in reproducing steady beat.
- 2.2 Perform long and short sounds.
- 2.3 Play high and low sounds.
- 2.4 Echo short rhythmic patterns.

Performance Indicators: Evidence the Standard is Met

The student is able to

Level I

- Imitate a steady beat.
- Play long and short sounds, following verbal or movement cues.
- Play high and low sounds, following verbal or movement cues.
- Echo short rhythmic patterns with body percussion.

Level 2

- Perform a steady beat in a group setting.
- Play long and short sounds appropriately to accompany song repertoire.
- Play high and low sounds appropriately to accompany song repertoire.
- Echo short rhythmic patterns with percussion instruments.

Level 3

- Perform a steady beat alone.
- Choose and play long or short sounds as appropriate to accompany musical selections.
- Choose and play high and low sounds appropriate for a musical setting (e.g., a song, story, poem or recorded selection).
- Echo short rhythmic patterns independently.

Sample Performance Task

Using drums or rhythm sticks, students will echo four-beat rhythmic patterns played by the teacher. The students may echo as a group, in small groups and/or individually. The teacher will assess for accuracy by observing individual student performance.

Integration/Linkages

Cooperative Learning, Language Arts, Mathematics, Science, Listening Skills

Standard 3.0 Improvising

Students will improvise melodies, variations, and accompaniments.

Learning Expectations

The student will

3.1 Improvise vocally short song fragments in answer to simple musical questions.

Performance Indicators: Evidence Standard is Met

The student is able to

Level 1

- Improvise vocally with random pitches in answer to simple musical questions.

Level 2

- Improvise vocally using "so, mi, and la" in answer to simple musical questions.

Level 3

- Improvise vocally, with appropriate tonality and rhythm, an answer to simple musical questions.

Sample Performance Task

The teacher will call the roll by singing student names using the pitches so, mi and la. Students will respond by singing "Here I am" using so, mi and la pitches. The teacher will assess appropriateness of responses by listening to individual student performances.

Pitch accuracy may also be assessed.

Integration/Linkages

Critical Thinking, Language Arts, Speech

Standard 4.0 Reading and Notating

Students will read and notate music.

Learning Expectations

The student will

- 4.1 Interpret iconic representation of simple rhythmic patterns.
- 4.2 Interpret iconic representation of simple melodic direction.

Performance Indicators: Evidence Standard is Met

The student is able to

Level 1

- Speak or perform with body percussion icons that represent steady beat.
- Respond to icons that represent high and low.

Level 2

- Speak or perform with body percussion icons that represent one sound per beat or silence.
- Respond to directional icons.

Level 3

- Speak or perform with body percussion icons that represent one or two sounds per beat or silence.
- Respond to icons representing simple melodic patterns.

Sample Performance Task

The students will interpret iconic visuals by clapping and/or tapping appropriate rhythm patterns. The icons will represent one or two sounds per beat. The teacher will assess for rhythmic accuracy based on student performance.

Integration/Linkages

Critical Thinking, Language Arts, Mathematics, Reading, Speech, Writing

Standard 5.0 Listening and Analyzing

Students will listen to, analyze, and describe music.

Learning Expectations

The student will

- 5.1 Recognize same and different in simple rhythmic and melodic patterns.
- 5.2 Recognize the differences in tone color of voices and classroom instruments.
- 5.3 Recognize long and short sounds.
- 5.4 Recognize high and low sounds.
- 5.5 Recognize fast and slow tempos.

- 5.6 Recognize loud and soft dynamics.

Performance Indicators: Evidence Standard is Met

The student is able to

Level 1

- Recognize same and different in short rhythmic patterns.
- Recognize the difference in speaking, singing, calling and whispering voices.
- Interpret long and short sounds in familiar songs with appropriate movements.
- Interpret high and low sounds in familiar songs with appropriate movements.
- Interpret fast and slow tempos in familiar songs with appropriate movement.
- Interpret loud and soft dynamics in familiar songs with appropriate movement.

Level 2

- Recognize same and different in two short melodic patterns.
- Recognize the different timbres of classroom instruments.
- Describe, accurately, the long and short sounds in familiar songs and recorded music.
- Describe, accurately, high or low sounds in familiar songs and recorded music.
- Describe, accurately, fast and slow tempos in familiar songs and recorded music.
- Describe, accurately, loud and soft dynamics in familiar songs and recorded music.

Level 3

- Recognize same and different patterns within a song or poem.
- Recognize the difference in voices and instruments heard on recordings.
- Describe, accurately, the long and short sounds in new musical examples.
- Describe, accurately, high and low sounds in new musical examples.
- Describe, accurately, fast and slow tempos in new musical examples.
- Describe, accurately, loud and soft dynamics in new musical examples.

Sample Performance Task

Interpret high or low sounds by raising a hand very high or placing a hand on the floor. The teacher or a student will play or sing a pitch, and the class will respond with the correct hand movement. The teacher will assess for accuracy by observation of the movement.

Integration/Linkages

Critical Thinking, Physical Education, Reading, Science, Speech

Standard 6.0 Interdisciplinary Connections

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

Learning Expectations

The student will

6.1 Experience relationships between music and dance.

Performance Indicators: Evidence Standard is Met

The student is able to

Level 1

- Create movements to express simple folk melodies.

Level 2

- Participate in singing games that allow creative movement and interactions with others.

Level 3

- Experience teacher directed simple singing games and folk dances.

Sample Performance Task

Play a traditional singing game such as “Punchinella” or “Circle Round the Zero.” Every student will have a turn to be the leader. The teacher will assess for understanding by observation of each leader’s creative movement and interpretation of the text.

Integration/Linkages

Critical Thinking, Dance, Physical Education, Social Studies

Standard 7.0 Historical and Cultural Relationships

Students will understand music in relation to history and culture.

Learning Expectations

The student will

- 7.1 Experience folk songs and folk games from various cultures.
- 7.2 Recognize the difference between familiar lullabies and marches.

Performance Indicators: Evidence Standard is Met

The student is able to

Level 1

- Create movements to express folk songs and folk games from various cultures.
- Improvise and explore movements with marches and lullabies.

Level 2

- Participate in simple folk songs and folk games from different cultures that allow creative movements and interactions with others.
- Create movements to lullabies and marches with limited structure and guidance from the teacher.

Level 3

- Participate in teacher directed folk songs and folk games from different cultures.
- Participate in teacher directed movement activities that express marches and lullabies.

Sample Performance Task

Students will learn to sing a two- or three-note lullaby such as "Bye-Lo Baby-O." While singing, students will rock an imaginary baby in their arms. Students may take turns using this movement with a stuffed animal or doll. The teacher will assess for understanding by observation of the quality of movement.

Integration/Linkages

Critical Thinking, Dance, History, Language Arts, Physical Education.