Kindergarten Music Curriculum Map

	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Essential Questions	Where is there music in everyday life? How can we respond to music?	How do we use our voice to make music? How can I use expression in making music?	How can we describe what we hear? How do we read rhythms?	How can we make our own music?
Content in terms of essential concepts and topics	Speaking and singing voice Steady beat	Matching pitch Loud/soft Fast/slow Echo Steady beat	One and two sounds per beat Reading iconic rhythm patterns Audience behavior	Creating simple rhythms Musical "question and answer"
Standards/skills (i.e., processes and skills emphasized—State Academic Standards, and MCSC skills)	K.1.1, K.1.2 K.2.2 K.6.1, K.6.4 K.7.2 K.8.1	K.1.1, K.1.2 K.2.1, K.2.2 K.6.1, K.6.2, K.6.3, K.6.4 K.7.2 K.8.1	K.1.1, K.1.2 K.2.1, K.2.2 K.3.1 K.6.1, K.6.2, K.6.3, K.6.4 K.7.1 K.9.1	K.1.1, K.1.2 K.2.1, K.2.2 K.3.1 K.4.1, K.4.2 K.5.1, K.5.2 K.6.4 K.7.2
Products/Assessments Frequent informal formative assessments will determine student skill development level.	One student sings or speaks and the class identifies the voice as a singing voice or a speaking voice. The class makes a list of all the places they hear music during a typical day.	Students vary the expressive elements while performing a familiar song. For example, they may choose to make the tempo faster or slower or they may try different dynamic levels.	Students read short rhythm patterns represented by picture icons. Students create motions in response to a listening piece. OR Students draw a picture to illustrate their response to a piece of music.	Students sing or play an original response to a teacher given musical phrase.

Resources	Textbook
	Teacher resources
	Music K-8 Magazine
	Teacher-selected
	   supplemental materials
		Textbook
		Teacher resources
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