

GRADE LEVEL: KINDERGARTEN

SUBJECT: MUSIC

DATE: 2020-2021

MONTH/GRADING PERIOD: QUARTER 1

MASTER COPY 5-20-20

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCAB	PRIORITY
CONNECT					
Connect with a varied repertoire of music by exploring the relationships between music and personal experience. <ul style="list-style-type: none"> Hobbies Traditions Interests Preferences 	K-2 Cn.1.2.1 Explore how music is used for a variety of purposes and occasions and discuss personal preferences for different music work.	<ul style="list-style-type: none"> Listen and respond to a variety of music from different genres and eras, using movement to guide the music. List and discuss various occasions and traditions where music plays a role. Indicate preference for various pieces of music. 	<ul style="list-style-type: none"> Classroom discussions Teacher observation 		IMPORTANT
Connect with a varied repertoire of music by exploring the relationships between music, the other arts, and disciplines outside the arts. <ul style="list-style-type: none"> Cross-Curricular Relationships 	K-2 Cn.2.2.1 Identify music concepts and explore ways they are used in other disciplines.	<ul style="list-style-type: none"> Sing and perform songs that are linked to reading, writing, and math standards being taught in the instructional classroom setting. (Ex: the ABC's and 5 Little Pumpkins. Analyze the textures in classical music by creating an artwork to a piece. 	<ul style="list-style-type: none"> Teacher observation Class discussions 	<ul style="list-style-type: none"> Texture 	CRITICAL
Connect with a varied repertoire of music by exploring the relationships between music and history and culture. <ul style="list-style-type: none"> Folk Songs/Dance 	K-2 Cn.3.2.1 Apply a varied of repertoire of music representing genres and styles from diverse world cultures by singing, moving, playing.	<ul style="list-style-type: none"> Perform a folk song and dance with authentic movement, including partner movement. 	<ul style="list-style-type: none"> Teacher observation Performance with partner 	<ul style="list-style-type: none"> Folk music 	ADDITIONAL

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCAB	PRIORITY
LISTEN AND RESPOND					
Listen and respond to a varied repertoire of music by audiating music. <ul style="list-style-type: none"> Major vs. Minor Tempo 	K-2 LR.4.2.1 Audiate and accurately speak or sing familiar and unfamiliar rhymes and songs with varied forms, tempi, meters, and/or tonalities.	<ul style="list-style-type: none"> Listen to a variety of music to identify major and minor modes. Identify forms of speed using tempo markings. 	<ul style="list-style-type: none"> Teacher observation Listening charts Partner worksheets 	<ul style="list-style-type: none"> Tempo Major Minor Adagio Allegro 	CRITICAL
PERFORM					
Perform a varied repertoire of music by singing, alone and with others, from rote memory and written notation. <ul style="list-style-type: none"> Pitch Accuracy Rhythmic Accuracy Breath Support Solfege Symbols Curwen Hand Signs 	K-2 P.7.5.1 Sing independently and in groups using head voice and appropriate posture, with accurate pitch and rhythm.	<ul style="list-style-type: none"> Match pitch while singing a variety of simple tunes and vocal exercises. Identify head voice, speaking voice, shouting voice, and whisper voice through a variety of vocal warm ups. Sing on pitch using Curwen hand signals for solfege. 	<ul style="list-style-type: none"> Teacher observation Singing games Perform sections alone/groups 	<ul style="list-style-type: none"> Solfege Do, mi, sol Quarter Note Half Note Eighth Note 	CRITICAL
Perform a varied repertoire of music by playing instruments, alone and with others, from rote memory and written notation. <ul style="list-style-type: none"> Pitched and Non-Pitched Instruments 	K-2 P.8.5.1 Accurately play a variety of classroom instruments alone and with others using appropriate technique.	<ul style="list-style-type: none"> Play pitched and unpitched instruments using proper hand placement. Perform a simple accompaniment to a simple tune. 	<ul style="list-style-type: none"> Teacher observation 	<ul style="list-style-type: none"> Xylophone Mallet Accompaniment 	CRITICAL

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCAB	PRIORITY
CREATE					
Create a varied repertoire of music by improvising melodies, variations, and accompaniments. <ul style="list-style-type: none"> Improvisation Verse and Chorus 	K-2 Cr. 9.2.1 Improvise by singing a simple melody using self-created text.	<ul style="list-style-type: none"> Create original lyrics to a popular tune using rhyming words and improvisation. Identify verses and choruses to songs and describe how they differentiate. 	<ul style="list-style-type: none"> Teacher observation Listening chart Partner check-list 	<ul style="list-style-type: none"> Verse Chorus Composer Melody 	IMPORTANT

GRADE LEVEL: KINDERGARTEN

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MONTH/GRADING PERIOD: QUARTER 2

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CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCAB	PRIORITY
CONNECT					
Connect with a varied repertoire of music by exploring the relationships between music and personal experience. <ul style="list-style-type: none"> Holidays Traditions 	K-2 Cn.1.2.1 Explore how music is used for a variety of purposes and occasions and discuss personal preferences for different music work.	<ul style="list-style-type: none"> Listen and respond to a variety of holiday music from various parts of the world. Discuss different types of holidays and how music applies to their cultures. 	<ul style="list-style-type: none"> Classroom discussions Teacher observation 		IMPORTANT
Connect with a varied repertoire of music by exploring the relationships between music, the other arts, and disciplines outside the arts. <ul style="list-style-type: none"> Cross-Curricular Relationships 	K-2 Cn.2.2.1 Identify music concepts and explore ways they are used in other disciplines.	<ul style="list-style-type: none"> Perform an original composition to accompany a short story read in the classroom setting. Sing holiday pieces, focusing on numbers and counting, as well as rhyming words. Identify rhyming words in holiday songs. 	<ul style="list-style-type: none"> Teacher observation Class discussions 	<ul style="list-style-type: none"> Composer Melody Repeat 	CRITICAL
LISTEN AND RESPOND					
Listen and respond to a varied repertoire of music by audiating music. <ul style="list-style-type: none"> Major vs. Minor Tempo 	K-2 LR.4.2.1 Audiate and accurately speak or sing familiar and unfamiliar rhymes and songs with varied forms, tempi, meters, and/or tonalities.	<ul style="list-style-type: none"> Listen to a variety of music to identify major and minor modes, adding further explanation and discussion on what the modes sound like. Identify forms of speed using tempo markings. 	<ul style="list-style-type: none"> Teacher observation Listening charts Partner worksheets 	<ul style="list-style-type: none"> Tempo Major Minor Adagio Allegro 	CRITICAL

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCAB	PRIORITY
PERFORM					
Perform a varied repertoire of music by singing, alone and with others, from rote memory and written notation. <ul style="list-style-type: none"> Pitch Accuracy Rhythmic Accuracy Breath Support Solfege Symbols Curwen Hand Signs 	K-2 P.7.5.1 Sing independently and in groups using head voice and appropriate posture, with accurate pitch and rhythm.	<ul style="list-style-type: none"> Match pitch while singing a variety of simple tunes and vocal exercises together as a group and solo. Sing on pitch using hand signals for solfege. Identify various types of musical notes. Describe how various notes differentiate from one another. 	<ul style="list-style-type: none"> Teacher observation Singing games 	<ul style="list-style-type: none"> Do, mi, sol Whole note Musical staff 	CRITICAL
Perform a varied repertoire of music by playing instruments, alone and with others, from rote memory and written notation. <ul style="list-style-type: none"> Steady Beat Improvisation Call and Response 	K-2 P.8.2.2 Echo and read a variety of rhythmic and/or melodic patterns and as well as maintain a consistent steady beat while playing an instrument.	<ul style="list-style-type: none"> Perform a simple pattern on a pitched instrument while maintaining steady beat and technique. 	<ul style="list-style-type: none"> Teacher observation Listening chart 	<ul style="list-style-type: none"> Steady beat 	IMPORTANT
<ul style="list-style-type: none"> Pitched and Non-Pitched Instruments 	K-2 P.8.5.1 Accurately play a variety of classroom instruments alone and with others using appropriate technique.	<ul style="list-style-type: none"> Play pitched and unpitched instruments using appropriate techniques to various songs taught. Perform a simple accompaniment composed in class. 	<ul style="list-style-type: none"> Teacher observation 		CRITICAL

GRADE LEVEL: KINDERGARTEN

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MONTH/GRADING PERIOD: QUARTER 3

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CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCAB	PRIORITY
CONNECT					
Connect with a varied repertoire of music by exploring the relationships between music and personal experience. <ul style="list-style-type: none"> Performance 	K-2 Cn.1.2.1 Explore how music is used for a variety of purposes and occasions and discuss personal preferences for different music work.	<ul style="list-style-type: none"> Prepare a variety of music by singing, dancing, and moving for a Fine Arts Night performance. 	<ul style="list-style-type: none"> Teacher observation 	<ul style="list-style-type: none"> Audience Posture 	IMPORTANT
Connect with a varied repertoire of music by exploring the relationships between music, the other arts, and disciplines outside the arts. <ul style="list-style-type: none"> Cross-Curricular Relationships 	K-2 Cn.2.2.1 Identify music concepts and explore ways they are used in other disciplines.	<ul style="list-style-type: none"> Perform a variety of songs and dances with other classes for Fine Arts Night. Identify behavioral and performance expectations for Fine Arts Night. Critique performance and how it went overall. 	<ul style="list-style-type: none"> Teacher observation Class discussions 	<ul style="list-style-type: none"> Critique 	CRITICAL
LISTEN AND RESPOND					
Listen and respond to a varied repertoire of music by describing, interpreting, analyzing, and evaluating music and its elemental components. <ul style="list-style-type: none"> Tempo 	K-2 LR.5.2.1 Demonstrate music's expressive qualities (such as louder/softer, higher/lower, faster/slower, same/different) using music vocabulary.	<ul style="list-style-type: none"> Describe the tempo of classical music and how it differentiates at different sections of the piece. 	<ul style="list-style-type: none"> Teacher observation Listening charts 	<ul style="list-style-type: none"> Tempo 	IMPORTANT

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCAB	PRIORITY
LISTEN AND RESPOND					
Listen and respond to a varied repertoire of music by describing, interpreting, analyzing, and evaluating music and its elemental components. <ul style="list-style-type: none"> Locomotor Non-Locomotor 	K-2 LR.6.2.1 Use locomotor and non-locomotor movements to demonstrate and maintain a consistent steady beat in both simple and compound meters.	<ul style="list-style-type: none"> Maintain steady beat while moving to a variety of genres of music. 	<ul style="list-style-type: none"> Teacher observation 	<ul style="list-style-type: none"> Beat 	IMPORTANT
PERFORM					
Perform a varied repertoire of music by singing, alone and with others, from rote memory and written notation. <ul style="list-style-type: none"> Pitch Accuracy Rhythmic Accuracy Breath Support Solfege Symbols Curwen Hand Signs 	K-2 P.7.5.1 Sing independently and in groups using head voice and appropriate posture, with accurate pitch and rhythm.	<ul style="list-style-type: none"> Match pitch while singing a variety of simple tunes and vocal exercises together as a group and solo. Sing on pitch using hand signals for solfege. Perform pieces for Fine Arts Night performance, using pitch accuracy and proper singing technique. 	<ul style="list-style-type: none"> Teacher observation 		CRITICAL
Perform a varied repertoire of music by playing instruments, alone and with others, from rote memory and written notation. <ul style="list-style-type: none"> Pitched and Non-Pitched Instruments 	K-2 P.8.5.1 Accurately play a variety of classroom instruments alone and with others using appropriate technique.	<ul style="list-style-type: none"> Play pitched and unpitched instruments using appropriate techniques to various songs taught in preparation for Fine Arts Night. 	<ul style="list-style-type: none"> Teacher observation 		CRITICAL

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCAB	PRIORITY
CREATE					
Create a varied repertoire of music by representing audiated and aurally perceived music. <ul style="list-style-type: none"> • Compose • Improvise 	K-2 Cr.10.2.1 Create movement patterns and describe their relationships to audiated and/or aurally perceived songs.	<ul style="list-style-type: none"> • Perform an original dance to a modern style song, while improvising whatever movements come to mind when listening. 	<ul style="list-style-type: none"> • Teacher observation 		ADDITIONAL
Create a varied repertoire of music by composing and arranging music with both traditional and non-traditional notation. <ul style="list-style-type: none"> • Traditional and Non-traditional Notation • Rhythmic Patterns 	K-2 Cr.11.2.1 Utilize traditional and/or non-traditional notation to represent simple rhythms and rhythmic patterns of rhymes and songs.	<ul style="list-style-type: none"> • Create rhythmic patterns using a variety of musical notes to make an added verse to a poem or song. 	<ul style="list-style-type: none"> • Teacher Observation 		ADDITIONAL

GRADE LEVEL: KINDERGARTEN

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DATE: 2020-2021

MONTH/GRADING PERIOD: QUARTER 4

MASTER COPY 5-29-20

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCAB	PRIORITY
CONNECT					
Connect with a varied repertoire of music by exploring the relationships between music and personal experience. <ul style="list-style-type: none"> Patriotic Music 	K-2 Cn.1.2.1 Explore how music is used for a variety of purposes and occasions and discuss personal preference for different musical works.	<ul style="list-style-type: none"> Listen to and analyze different types of patriotic music. Identify and discuss the events that various patriotic songs are performed for in our country. 	<ul style="list-style-type: none"> Teacher observation Class discussions 	<ul style="list-style-type: none"> Patriotic 	IMPORTANT
Connect with a varied repertoire of music by exploring the relationships between music, the other arts, and disciplines outside the arts. <ul style="list-style-type: none"> Cross-Curricular Relationships 	K-2 Cn.2.2.1 Identify music concepts and explore ways they are used in other disciplines.	<ul style="list-style-type: none"> Create an art piece to display that corresponds with a classical piece played in class. 	<ul style="list-style-type: none"> Teacher observation Art piece 	<ul style="list-style-type: none"> Beethoven 	CRITICAL
LISTEN AND RESPOND					
Listen and respond to a varied repertoire of music by describing, interpreting, analyzing, and evaluating music and its elemental components. <ul style="list-style-type: none"> Critique 	K-2 LR.5.2.2 Apply learned criteria to perceive accuracy, expressiveness, and effectiveness of performances.	<ul style="list-style-type: none"> Critique Fine Arts Night performance. Share feedback about the strengths and weaknesses of the Fine Arts Night performance. 	<ul style="list-style-type: none"> Class survey Fine Art Night performance 		ADDITIONAL

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCAB	PRIORITY
LISTEN AND RESPOND					
Listen and respond to a varied repertoire of music by describing, interpreting, analyzing, and evaluating music and its elemental components. <ul style="list-style-type: none"> Folk Music Tempo 	K-2 LR.6.2.3 Identify and respond to expressive elements of music and demonstrate through movement in listening examples, singing games and/or simple folk dances.	<ul style="list-style-type: none"> Maintain steady beat while moving to a variety of genres of music. Perform a folk dance to different types of folk music. 	<ul style="list-style-type: none"> Teacher observation Partner reflection 	<ul style="list-style-type: none"> Folk music Beat Tempo 	IMPORTANT
PERFORM					
Perform a varied repertoire of music by singing, alone and with others, from rote memory and written notation. <ul style="list-style-type: none"> Technique Solo 	K-2 P.7.2.1 Sing independently and in groups using head voice and appropriate posture , with accurate pitch and rhythm.	<ul style="list-style-type: none"> Match pitch while singing a variety of simple tunes and vocal exercises together as a group and solo. Sing on pitch using hand signals for solfege. Perform solo pieces in front of the class. 	<ul style="list-style-type: none"> Teacher observation 	<ul style="list-style-type: none"> Solo 	IMPORTANT
<ul style="list-style-type: none"> Expression Dynamics 	K-2 P.7.2.2 Sing simple songs with expressive qualities , varied tonalities , and meters.	<ul style="list-style-type: none"> Sing simple songs using different dynamics and identify the dynamic being sung. Perform simple songs with a partner using various types of emotion and expression fit for the song being performed. 	<ul style="list-style-type: none"> Teacher observation 	<ul style="list-style-type: none"> Emotion Dynamics 	ADDITIONAL

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCAB	PRIORITY
CREATE					
Create a varied repertoire of music by representing audiated and aurally perceived music. <ul style="list-style-type: none"> • Compose • Improvise 	K-2 Cr.9.2.1 Improvise by singing a simple melody using self-created text.	<ul style="list-style-type: none"> • Perform an original song with lyrics created in class. • Create text by using rhyming and non-rhyming words. 	<ul style="list-style-type: none"> • Teacher observation • Song lyrics 	<ul style="list-style-type: none"> • Rhyme • Compose • Lyrics 	ADDITIONAL
<ul style="list-style-type: none"> • Improvise 	K-2 Cr.9.2.2 Improvise rhythmic and melodic patterns and musical ideas for a specific purpose.	<ul style="list-style-type: none"> • Create rhythmic pattern using various musical notes by improvising. 	<ul style="list-style-type: none"> • Teacher observation 		ADDITIONAL
Create a varied repertoire of music by composing and arranging music with both traditional and non-traditional notation. <ul style="list-style-type: none"> • Rhythmic Patterns • Written Notation 	K-2 Cr.11.2.2 Utilize traditional and/or non-traditional notation to demonstrate simple melodies and melodic patterns of rhymes and songs.	<ul style="list-style-type: none"> • Create rhythmic patterns using a variety of musical notes. • Write up to four bars of written notation using solfege notes. 	<ul style="list-style-type: none"> • Teacher observation • Rhythmic worksheets 		ADDITIONAL