



EC5 KINDERGARTEN MUSIC FRAMEWORK

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YEARLY PERFORMANCES

CAISL students learn skills in Music through the preparation for the performances for the school community. The performances are the demonstration of student learning and it is important that each student participates in these performances. Not doing so diminishes their learning as well as their joy of learning and sharing music.

- Winter Informance - Students showcase a variety of 30 minutes' worth of songs, games, and movement activities that they have done since the beginning of the year. This is an "in-class" demonstration done for parents per class in the music room.
- Summer Informance - Students showcase a variety of 30 minutes' worth of songs/games/movement activities that they have done since the beginning of the second semester. This is an "in-class" demonstration done for parents per class in the music room.

THEMES

- Letter of the Week Reinforcement
- Nursery Rhymes

MUSICAL SKILLS AND CONCEPTS

- Steady Beat
- Loud/Soft
- Fast/Slow
- Questions/Answers
- Rests in music

- Sounds Around Us
- Sound can be identified and classified
- High/Low

PERFORMANCE INDICATORS

CREATE

With substantial guidance, explore and experience music concepts (such as beat and melodic contour). DOK 1

With substantial guidance, generate musical ideas (such as movements or motives). DOK 1

With guidance, demonstrate and choose favorite musical ideas. DOK 2

With guidance, organize personal musical ideas using iconic notation and/or recording technology. DOK 3

With guidance, apply personal, peer, and teacher feedback in refining personal musical ideas. DOK 2

PERFORM

With guidance, demonstrate and state personal interest in varied musical selections. DOK 1

With guidance, explore and demonstrate awareness of music contrasts (such as high/low, loud/soft, same/different) in a variety of music selected for performance. DOK 2

With guidance, demonstrate awareness of expressive qualities (such as voice quality, dynamics, and tempo) that support the creators' expressive intent. DOK 2 E

With guidance, apply personal, teacher, and peer feedback to refine performances. DOK 2

With guidance, perform music with expression. DOK 2

Perform appropriately for the audience. DOK 2 E

RESPOND

With guidance, list personal interests and experiences and demonstrate why they prefer some music selections over others. DOK 2 E

With guidance, demonstrate how a specific music concept (such as beat or melodic direction) is used in music. DOK 1

With guidance, demonstrate awareness of expressive qualities (such as dynamics and tempo) that reflect creators'/performers' expressive intent. DOK 1

CONNECT

Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music. DOK 1

Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life. DOK 2 E