

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
<b>CONNECT</b>					
<b>Connect with a varied repertoire of music by exploring the relationships between music and personal experience.</b> <ul style="list-style-type: none"> <li>Hobbies</li> <li>Traditions</li> <li>Interests</li> <li>Preferences</li> </ul>	<b>K-2 Cn.1.2.1</b> 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"> <li>Listen and respond to a variety of music from different genres and eras, using movement to guide the music.</li> <li>List and discuss various occasions and traditions where music plays a role.</li> <li>Indicate preference for various pieces of music.</li> </ul>	<ul style="list-style-type: none"> <li>Classroom discussions</li> <li>Teacher observation</li> </ul>		IMPORTANT
<b>Connect with a varied repertoire of music by exploring the relationships between music, the other arts, and disciplines outside the arts.</b> <ul style="list-style-type: none"> <li>Cross-Curricular Relationships</li> </ul>	<b>K-2 Cn.2.2.1</b> Identify music concepts and explore ways they are used in other disciplines.	<ul style="list-style-type: none"> <li>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.</li> <li>Analyze the textures in classical music by creating an artwork to a piece.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher observation</li> <li>Class discussions</li> </ul>	<ul style="list-style-type: none"> <li>Texture</li> </ul>	CRITICAL
<b>Connect with a varied repertoire of music by exploring the relationships between music and history and culture.</b> <ul style="list-style-type: none"> <li>Folk Songs/Dance</li> </ul>	<b>K-2 Cn.3.2.1</b> 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"> <li>Perform a folk song and dance with authentic movement, including partner movement.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher observation</li> <li>Performance with partner</li> </ul>	<ul style="list-style-type: none"> <li>Folk music</li> </ul>	ADDITIONAL

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

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

GRADE LEVEL: KINDERGARTEN

SUBJECT: MUSIC

DATE: 2020-2021

MONTH/GRADING PERIOD: QUARTER 2

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

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

GRADE LEVEL: KINDERGARTEN

SUBJECT: MUSIC

DATE: 2020-2021

MONTH/GRADING PERIOD: QUARTER 3

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

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

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



GRADE LEVEL: KINDERGARTEN

SUBJECT: MUSIC

DATE: 2020-2021

MONTH/GRADING PERIOD: QUARTER 4

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

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

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