GENERAL MUSIC
Kindergarten

Course Overview:
Kindergarten students will engage in a wide variety of music activities, including singing, playing instruments, and dancing. Students will learn to manipulate and reproduce the four types of human voice: speaking, singing, whispering, and talking. They also build the foundation of a musical vocabulary including: steady beat, high/low, and fast/slow.

NOTE: Throughout this document, learning target types are identified as knowledge ("K"), reasoning ("R"), skill ("S"), or product ("P").

NATIONAL STANDARD 1: Students sing, alone and with others, a varied repertoire of music.

Benchmark 1: Students sing independently, on pitch and in rhythm, with appropriate timbre, diction, and posture, and maintain a steady tempo.

Learning Targets *(Type)*:

1) I can use my singing voice. *(S)*
2) I can use my whisper voice. *(S)*
3) I can use my calling voice. *(S)*
4) I can echo using the same kind of voice. *(S)*

Benchmark 2: Students sing expressively, with appropriate dynamics, phrasing, and interpretation.

Learning Targets *(Type)*:

1) I can identify high and low pitches. *(K, S)*
2) I can show the direction of the melody. *(K, S)*

Benchmark 3: Students sing from memory a varied repertoire of songs representing genres and styles from diverse cultures.

Learning Targets *(Type)*:

1) I can sing songs that add on words each time. *(S)*
2) I can sing holiday songs. *(S)*
3) I can sing songs from different counties and people. *(S)*

Benchmark 4: Students sing ostinatos, partner songs, and rounds.
NOT ADDRESSED AT THIS GRADE LEVEL.

Benchmark 5: Students sing in groups, blending vocal timbres, matching dynamic levels, and responding to the cues of a conductor.

Learning Targets *(Type)*:

1) I can sing as loudly or quietly as other children singing with me. *(S)*
2) I can watch the teacher to know how and when to sing. *(K)*

NATIONAL STANDARD 2: Students perform on instruments, alone and with others, a varied repertoire of music.

Benchmark 1: Students perform on pitch, in rhythm, with appropriate dynamics and timbre, and maintain a steady tempo.

Learning Targets *(Type)*:

1) I can show a steady beat using my body. *(S)*
2) I can show a steady beat using an instrument. *(S)*

Benchmark 2: Students perform easy rhythmic, melodic, and chordal patterns accurately and independently on rhythmic, melodic, and harmonic classroom instruments.

Learning Targets *(Type)*:

1) I can play rhythm patterns on classroom instruments. *(S)*
2) I can play melody patterns on classroom instruments. *(S)*

Benchmark 3: Students perform expressively a varied repertoire of music representing diverse genres and styles.

Learning Targets *(Type)*:

1) I can play many kinds of music. *(S)*

Benchmark 4: Students echo short rhythms and melodic patterns.

Learning Targets *(Type)*:

1) I can echo rhythm patterns on classroom instruments. *(S)*

Benchmark 5: Students perform in groups, blending instrumental timbres, matching dynamic levels, and responding to the cues of a conductor.

Learning Targets *(Type)*:

1) I can play as loudly or quietly as the other children playing instruments. *(S)*
2) I can watch the teacher to know how and when to play my instrument. *(S)*

Benchmark 6: Students perform independent instrumental parts (e.g., simple rhythmic or melodic ostinatos, contrasting rhythmic lines, harmonic progressions, and chords) while other students sing or play contrasting parts.

Learning Targets *(Type)*:

1) I can play my part even when other children are singing or playing a different part. *(S)*

NATIONAL STANDARD 3: Students improvise melodies, variations, and accompaniments.

Benchmark 1: Students improvise "answers" in the same style to given rhythmic and melodic phrases.

NOT ADDRESSED AT THIS GRADE LEVEL.

Benchmark 2: Students improvise simple rhythmic and melodic ostinato accompaniments.

NOT ADDRESSED AT THIS GRADE LEVEL.

Benchmark 3: Students improvise simple rhythmic variations and simple melodic embellishments on familiar melodies.

NOT ADDRESSED AT THIS GRADE LEVEL.

Benchmark 4: Students improvise short songs and instrumental pieces, using a variety of sound sources, including traditional sounds (e.g., voices instruments), nontraditional sounds available in the classroom (e.g., paper tearing, pencil tapping), body sounds (e.g., hands clapping, fingers snapping), and sounds produced by electronic means (e.g., personal computers and basic MIDI devices, including keyboards, sequencers, synthesizers, and drum machines.

NOT ADDRESSED AT THIS GRADE LEVEL.

NATIONAL STANDARD 4: Students compose and arrange music within specified guidelines.

Benchmark 1: Students create and arrange music to accompany readings or dramatizations.

Learning Targets *(Type)*:

1) I can use an instrument to create music to go with a story. *(P)*
2) I can use an instrument to create music to go with a song. *(P)*

Benchmark 2: Students create and arrange short songs and instrumental pieces within specified guidelines (e.g., a particular style, form, instrumentation, compositional technique).

NOT ADDRESSED AT THIS GRADE LEVEL.

Benchmark 3: Students use a variety of sound sources when composing.

NOT ADDRESSED AT THIS GRADE LEVEL.

NATIONAL STANDARD 5: Students read and notate music.

Benchmark 1: Students read whole, half, dotted half, quarter, and eighth notes and rests in 2/4, 3/4, and 4/4 meter signatures.

Learning Targets *(Type)*:

1) I can follow pictures that show long sounds and short sounds in music. *(K)*

Benchmark 2: Students use a system (that is, syllables, numbers, or letters) to read simple pitch notation in the treble clef in major keys.

Learning Targets *(Type)*:

1) I can follow pictures that show melody shape. *(S)*

Benchmark 3: Students identify symbols and traditional terms referring to dynamics, tempo, and articulation, and interpret them correctly when performing.

Learning Targets *(Type)*:

1) I can tell or show what loud, soft, fast, slow, high, low, long, short mean. *(K,S)*
2) I can perform music loudly and softly. *(K, S)*
3) I can perform music while walking, jogging, and galloping. *(K, S)*

Benchmark 4: Students use standard symbols to notate meter, rhythm, pitch, and dynamics in simple patterns presented by the teacher.

Learning Targets *(Type)*:

1) I can read pictures that show high and low, one sound, no sound, and two sounds to the beat. *(S)*

NATIONAL STANDARD 6: Students listen to, analyze, and describe music.

Benchmark 1: Students identify simple music forms when presented aurally.

Learning Targets *(Type)*:

1) I can show when music is the same. *(K)*
2) I can show when music is different. *(K)*

Benchmark 2: Students demonstrate perceptual skills by moving, by answering questions about, and by describing aural examples of music of various styles representing diverse cultures, including Montana American Indian cultures.

Learning Targets *(Type)*:

1) I can move to different styles of music. *(S)*
2) I can tell when music sounds different. *(S)*

Benchmark 3: Students use appropriate terminology in explaining music, music notation, music instruments and voices, and music performances.

Learning Targets *(Type)*:

1) I can say when music is fast, slow, or medium speed. *(K)*
2) I can say when music is loud, quiet, or medium. *(K)*
3) I can use words to describe the feeling of music. *(K)*

Benchmark 4: Students identify the sounds of a variety of instruments, including many orchestra and band instruments, and instruments from various cultures, as well as children's voices, and male and female adult voices.

Learning Targets *(Type)*:

1) I can label instrument sounds from my country and from other countries around the world. *(K)*
2) I can hear the difference between a child's voice, a man's voice, and a woman's voice. *(K)*

Benchmark 5: Students respond through purposeful movement (e.g., swaying, skipping, dramatic play) to selected prominent music characteristics or to specific music events (e.g., meter changes, dynamic changes, same/different sections) while listening to music.

Learning Targets *(Type)*:

1) I can move to show what I hear in music. *(S)*

NATIONAL STANDARD 7: Students evaluate music and music performances.

Benchmark 1: Students devise criteria for evaluating performances and compositions.

Learning Targets *(Type)*:

1) I can use words to tell why I like or don't like a kind of music. *(R)*

Benchmark 2: Students explain, using appropriate music terminology, their personal preferences for specific musical works and styles.

Learning Targets *(Type)*:

1) I can use words to tell when music is done well or poorly. *(R)*

NATIONAL STANDARD 8: Students understand relationships between music, the other arts, and disciplines outside the arts.

Benchmark 1: Students identify similarities and differences in the meanings of common terms (e.g., form, line, contrast) used in the various arts.

Learning Targets *(Type)*:

1) I can make music that sounds like a picture (example: long lines, long sounds). *(R, S)*
2) I can make a picture that looks like the music. *(R, S)*
3) I can make music that sounds like the words (example: yell, bounce, wave, skip, and the rhythm of words). *(R, S)*
4) I can act like the music sounds (example: Hall of the Mountain King). *(R, S)*

Benchmark 2: Students identify ways in which the principles and subject matter of other disciplines taught in the school are interrelated with those of music (e.g., foreign languages: singing songs in various languages; language arts; using the expressive elements of music in interpretive readings; mathematics: mathematical basis of values of notes, rests, and time signatures; science: vibration of strings, drum heads, or air

columns generating sounds used in music; geography: songs associated with various countries or regions.

Learning Targets *(Type)*:

1) I can use words to tell when music is like other things that I learn in school. *(R)*
2) I can sing a song in another language. *(R)*
3) I can find patterns in music. *(R)*

NATIONAL STANDARD 9: Students understand music in relation to history and culture, including Montana American Indian history and culture.

Benchmark 1: Students identify by genre or style aural examples of music from various historical periods and cultures, including Montana American Indian cultures.

Learning Targets *(Type)*:

1) I can listen to music from different places. *(K)*
2) I can listen to music from many different people. *(K)*
3) I can listen to music from different times. *(K)*

Benchmark 2: Students describe in simple terms how elements of music are used in music examples from cultures of the world, including Montana American Indian cultures.

Learning Targets *(Type)*:

1) I can use words to talk about music from all over the world. *(K)*

Benchmark 3: Students identify various uses of music in their daily experiences and describe characteristics that make certain music suitable for each use.

Learning Targets *(Type)*:

1) I can name ways that music is used in life. *(K)*
2) I can use words to tell why some music is used for certain things. *(K)*

Benchmark 4: Students identify and describe roles of musicians (e.g., orchestra conductor, folksinger, church organist) in various music settings and cultures, including Montana American Indian cultures.

Learning Targets *(Type)*:

1) I can name different kinds of musicians (example: composer, conductor, performer). *(K)*
2) I can tell how each musician is important for the music I hear. *(K)*

Benchmark 5: Students demonstrate audience behavior appropriate for the context and style of music performed.

Learning Targets *(Type)*:

1) I can listen to music quietly when appropriate. *(K)*
2) I know when it is time to clap for different kinds of songs. *(K)*