
Coal City Unit District #1
Kindergarten Music
Fine Arts Curriculum

- FA.MK:1 Students will create music and artistic ideas. (ISAS Music 1, 2, 3; Dance 1, 2, 3)**
- FA.MK: 1-1 Create musical ideas by identifying long/short (notation), high/low (pitch), major/minor (tonality), fast/slow (tempo), loud/quiet (dynamics), same/different (form) **(M1)**
- FA.MK: 1-2 Demonstrate and choose favorite musical ideas. **(M2)**
- FA.MK: 1-3 Apply personal, peer, and teacher feedback in refining personal musical ideas (with guidance) through notation, voice performance, instrument performance, and dance. **(M3, D3)**
- FA.MK: 1-4 Demonstrate a final version of personal music ideas to peers through improvisation and formal composition. **(M3)**
- FA.MK: 1-5 Respond with movement to a variety of stimuli. **(D1)**
- FA.MK: 1-6 Explore different locomotor and non-locomotor movements. **(D1)**
- FA.MK: 1-7 Improvise dance that has a beginning, middle, and end. **(D2)**
- FA.MK: 1-8 Express oneself through improvised movement by moving alone or with a partner. **(D2)**

FA.MK:2 Students will perform music and artistic work. (ISAS Music 4, 5, 6; Dance 4, 5, 6)

- FA.MK: 2-1 Demonstrate and state personal interest in varied musical selections. (with guidance) **(M4)**
- FA.MK: 2-2 Demonstrate awareness of musical contrasts in a variety of music by performing long/short (notation), high/low (pitch), major/minor (tonality), fast/slow (tempo), loud/quiet (dynamics), same/different (form). **(M4)**
- FA.MK: 2-3 Demonstrate awareness of expressive qualities by using a singing voice, imitating pitch, using instruments correctly, tonality, tempo, dynamics, emotion/mood, using a variety of movements. **(M4, D4)**
- FA.MK: 2-4 Analyze music by reading and performing simple rhythmic and melodic patterns using iconic notation, standard notation, and Kodaly syllables. (Standard notation expectations by the end of Kindergarten are quarter note, quarter rest, barred eighth notes, and half note on a rhythm line) **(M4)**
- FA.MK: 2-5 Apply personal, teacher, and peer feedback (with guidance) to refine performances. **(M5)**
- FA.MK: 2-6 Perform music with expression. **(M6)**
- FA.MK: 2-7 Perform appropriately by performing to the audience, acknowledging applause, identifying what is needed (mics, props, programs), identifying the roles of the conductor, composer or choreographer. **(M6, D6)**
- FA.MK: 2-8 Making still and moving body shapes that show lines (straight, bent, curved), changes levels, and vary in size; join with others to make a circle formation then change its dimensions. **(D4)**
- FA.MK: 2-9 Demonstrate same-side and cross-body movements; move safely in a space; start and stop on cue; move body parts in relation to other body parts; repeat and recall movements upon request. **(D5)**

FA.MK: 3 Students will respond to music and dance. (ISAS Music 7, 8, 9; Dance 7, 8, 9)

- FA.MK: 3-1 List personal interests and experiences and demonstrate why some music selections are preferred over others through identifying genres, instruments, way(s) voice is used, concepts/emotion. **(M7)**
- FA.MK: 3-2 Select a movement observed in a dance; demonstrate the movement and explain why it was selected. **(D9)**
- FA.MK: 3-3 Demonstrate how a specific music or movement concept is used by analyzing long/short (notation), high/low (pitch), major/minor (tonality), fast/slow (tempo), loud/quiet (dynamics), same/different/repetition (form). **(M7, D7)**
- FA.MK: 3-4 Demonstrate awareness of expressive qualities that reflect performers' expressive intent by interpreting tonality, tempo, dynamics, emotion/mood. **(M8, D8)**
- FA.MK: 3-5 Apply personal and expressive preferences in the evaluation of music. **(M9)**

**FA.MK:4 Students will connect music and dance to oneself, cultures, and other subjects.
(ISAS Music 10, 11; Dance 10, 11)**

- FA.MK: 4-1 Demonstrate how interests, knowledge, and skills relate to personal choices when creating, performing, and responding to music and dance. **(M10, D10)**
- FA.MK: 4-2 Understand relationships between music and the other arts, other disciplines, varied contexts, and daily life by exploring the science of sound, correctly playing classroom instruments, making instruments, classifying instruments into families, identifying musical genres and related dance genres, understanding cultural relevance. **(M11)**
- FA.MK: 4-3 Describe the movements in a dance that was watched or performed. **(D11)**