

Observable Behaviors of Kindergarten Music Reporting Standards

Standards	Beginning (1)	Progressing (2)	Proficient (3)
	Unable to perform the skill even with support.	Partially, inconsistently or with support is able to perform the skill.	Independently able to perform the skill.
Melody and Pitch			
Demonstrates 4 voice types: whisper, speak, shout and sing. (T1 & T3)	<p>Behavior: Student is unable to identify or use voice types, even with support. May confuse or misuse them consistently.</p> <p>Example: When asked to whisper, the student shouts instead and does not adjust after prompting.</p>	<p>Behavior: Student can demonstrate some voice types inconsistently or only with support. May require reminders or modeling.</p> <p>Example: With teacher guidance, the student is able to whisper and speak appropriately, but needs help remembering or distinguishing between shout and sing.</p>	<p>Behavior: Student independently demonstrates all four voice types accurately and appropriately in response to instruction or cues.</p> <p>Example: When prompted with a scenario (e.g., “How would you say this in a library?”), the student correctly uses the whisper voice and can shift to other types when asked.</p>
Rhythm			
Maintains a steady beat (T1 & T2)	<p>Behavior: Student is unable to keep a steady beat, even with support. Movements or sounds are inconsistent and do not align with the beat.</p> <p>Example: When clapping along with a simple song, the student claps off-beat and does not adjust, even after teacher modeling.</p>	<p>Behavior: Student can keep a steady beat inconsistently or only with support. May lose the beat or require visual/audio cues.</p> <p>Example: The student taps to the beat when following a teacher or peer but speeds up or slows down when trying independently.</p>	<p>Behavior: Student independently maintains a steady beat through movement or instrument playing during familiar songs or activities.</p> <p>Example: While playing rhythm sticks during a song, the student consistently taps in time without needing reminders or support.</p>
Musical Concepts			
Demonstrates musical opposites. (fast/slow, up/down, piano/forte) (T2 & T3)	<p>Behavior: Student is unable to recognize or demonstrate musical opposites, even with support. Responses are inconsistent or incorrect.</p> <p>Example: When music changes from fast to slow, the student continues moving at the same speed and does not adjust when prompted.</p>	<p>Behavior: Student demonstrates some musical opposites inconsistently or only with support. Needs reminders, cues, or modeling to respond appropriately.</p> <p>Example: With teacher direction, the student can show “up” and “down” with movement, but struggles to adjust volume or tempo independently.</p>	<p>Behavior: Student independently demonstrates musical opposites accurately in response to instruction or music.</p> <p>Example: When a song shifts from forte (loud) to piano (soft), the student adjusts their singing voice or movement to match the dynamic level.</p>
Effort			
Engages actively in lessons in music	<p>Behavior: Student does not engage in music activities, even with support. Shows little to no participation or response.</p> <p>Example: During a singing activity, the student remains silent, does not follow directions, and does not respond to teacher encouragement.</p>	<p>Behavior: Student engages in music activities inconsistently or only with prompting. May be distracted or need frequent reminders to participate.</p> <p>Example: The student joins in singing or movement after being prompted by the teacher but does not sustain participation throughout the activity.</p>	<p>Behavior: Student independently engages in music lessons by participating in singing, moving, playing instruments, and responding to instruction.</p> <p>Example: During a music circle, the student sings along, plays instruments as directed, and follows movement cues without needing reminders.</p>
Respect			

<p style="text-align: center;">Demonstrates positive interaction with peers and adult in music</p>	<p>Behavior: Student does not demonstrate positive interaction with peers or adults during music activities, even with support. May display disruptive or uncooperative behavior. Example: During a partner activity, the student refuses to participate, interrupts others, or ignores the teacher's directions</p>	<p>Behavior: Student demonstrates positive interaction inconsistently or only with reminders. May need support to take turns, share, or respond respectfully. Example: The student works with a partner when prompted but occasionally argues over instruments or needs reminders to listen to the teacher.</p>	<p>Behavior: Student independently demonstrates positive interaction with peers and adults during music activities, showing cooperation and respect. Example: The student takes turns with instruments, listens when others are speaking, and responds appropriately to teacher instructions.</p>
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