



Marking Period 1 (MPI)	General Music Curriculum Pacing Guide -Grade: Kindergarten
<p><b>MP 1</b></p> <p><b>Standards for Music Content</b></p>	<ul style="list-style-type: none"> <li>• <b>MU:Cr1.1.K</b> Students explore and generate musical ideas using voice, movement, and classroom instruments.</li> <li>• <b>MU:Cr2.1.K</b> Students organize musical ideas using simple rhythmic patterns, pitch direction, and expressive elements.</li> <li>• <b>MU:Cr3.1.K</b> Students refine musical ideas through repetition and guided practice.</li> <li>• <b>MU:Pr4.1.K</b> Students demonstrate understanding of steady beat, rhythm, and pitch through singing, movement, and instrument play.</li> <li>• <b>MU:Pr5.1.K</b> Students rehearse music with teacher guidance, demonstrating focus and appropriate performance behaviors.</li> <li>• <b>MU:Pr6.1.K</b> Students perform music with appropriate tone, tempo, and dynamics for an audience.</li> <li>• <b>MU:Re7.1.K</b> Students describe how music communicates ideas or feelings using simple language and movement.</li> <li>• <b>MU:Re8.1.K</b> Students interpret music by identifying patterns, contrasts, and expressive qualities.</li> <li>• <b>MU:Cn10.1.K</b> Students relate musical ideas to personal experiences, classroom themes, or stories.</li> <li>• <b>MU:Cn11.1.K</b> Students explore how music connects to daily routines, celebrations, and cultures.</li> </ul>
<p><b>MP 1</b></p> <p><b>Topics</b></p>	<p>Exploring the Steady Beat</p> <p>High vs. Low Sounds</p> <p>Fast vs. Slow Tempo</p> <p>Loud vs. Soft Dynamics</p> <p>Echo Rhythm Patterns</p> <p>Beginning Instrument Play</p> <p>Exploring Melodic Shape</p> <p>Music Expression Through Movement</p> <p>Music in Our Community and Culture</p> <p>My First Music Performance</p>

<p><b>MP 1</b></p> <p><b>Skills- Concepts</b></p>	<ul style="list-style-type: none"> <li>• <b>Foundational Beat, Rhythm &amp; Sound Awareness:</b> Students recognize steady beat, echo simple rhythms, explore high and low sounds, and respond to fast/slow and loud/soft musical contrasts.</li> <li>• <b>Early Singing, Playing &amp; Ensemble Skills:</b> Students sing short songs with matching pitch, keep beat using body percussion and instruments, follow start/stop cues, and participate cooperatively in group music-making.</li> <li>• <b>Creative Movement, Expression &amp; Sound Exploration:</b> Students improvise simple rhythms, experiment with timbre, use movement to show musical mood, and create basic sound patterns.</li> <li>• <b>Listening, Cultural Connections &amp; Musical Language:</b> Students describe what they hear using basic music vocabulary, explore music from diverse cultures, build respect for differences, and reflect on musical experiences.</li> </ul>
<p><b>MP 1</b></p> <p><b>Core Materials</b></p>	<p><b>Classroom Instruments</b></p> <ul style="list-style-type: none"> <li>• Rhythm sticks (steady beat, echo patterns)</li> <li>• Hand drums and frame drums</li> <li>• Egg shakers and maracas</li> <li>• Tambourines</li> <li>• Bells or jingle taps</li> <li>• Classroom xylophones or glockenspiels (for simple melodic exploration)</li> <li>• Triangles (for listening and response cues)</li> </ul> <p><b>Movement and Manipulative Tools</b></p> <ul style="list-style-type: none"> <li>• Scarves or ribbons (for responding to dynamics, tempo, and melodic contour)</li> <li>• Floor spots for circle activities and spatial awareness</li> <li>• Bean bags for beat passing and steady-beat practice</li> </ul> <p><b>Quaver Music Digital Platform</b></p> <ul style="list-style-type: none"> <li>• Teacher access to Quaver Music full library</li> <li>• Interactive whiteboard, smart panel, or projector to display: <ul style="list-style-type: none"> <li>○ beat-keeping games</li> <li>○ melodic contour visuals</li> <li>○ tempo and dynamics lessons</li> <li>○ multicultural song selections</li> </ul> </li> </ul>

- rhythm imitation exercises

### **Listening and Visual Supports**

- Short audio excerpts for beat, pitch, tempo, and dynamics identification
- Recorded children's songs, folk songs, chants, nursery rhymes
- Pictures, posters, or slides showing musical opposites (fast/slow, loud/soft, high/low)
- Visual icons from Quaver (beat cubes, dynamic symbols, tempo arrows)

### **Instructional Aids**

- Classroom chart paper or whiteboard for rhythm echo patterning
- Simple flashcards:
  - beat symbols
  - loud/soft
  - high/low
  - fast/slow
- Rhythm pattern cards with simple combinations (e.g., ta, ti-ti, rest icons)
- Visual timer for turn-taking and ensemble routines



Marking Period 2 (MPIO)	General Music Curriculum Pacing Guide -Grade: Kindergarten
<p><b>MP 2</b></p> <p><b>Standards for Music Content</b></p>	<ul style="list-style-type: none"> <li>• <b>MU:Cr1.1.K</b> Students explore and generate musical ideas using voice, movement, and classroom instruments.</li> <li>• <b>MU:Cr2.1.K</b> Students organize musical ideas using simple rhythmic patterns, pitch direction, and expressive elements.</li> <li>• <b>MU:Cr3.1.K</b> Students refine musical ideas through repetition and guided practice.</li> <li>• <b>MU:Pr4.1.K</b> Students demonstrate understanding of steady beat, rhythm, and pitch through singing, movement, and instrument play.</li> <li>• <b>MU:Pr5.1.K</b> Students rehearse music with teacher guidance, demonstrating focus and appropriate performance behaviors.</li> <li>• <b>MU:Pr6.1.K</b> Students perform music with appropriate tone, tempo, and dynamics for an audience.</li> <li>• <b>MU:Re7.1.K</b> Students describe how music communicates ideas or feelings using simple language and movement.</li> <li>• <b>MU:Re8.1.K</b> Students interpret music by identifying patterns, contrasts, and expressive qualities.</li> <li>• <b>MU:Cn10.1.K</b> Students relate musical ideas to personal experiences, classroom themes, or stories.</li> <li>• <b>MU:Cn11.1.K</b> Students explore how music connects to daily routines, celebrations, and cultures.</li> </ul>
<p><b>MP 2</b></p> <p><b>Topics</b></p>	<p>Review of steady beat through movement</p> <p>Fast and slow tempos</p> <p>Long and short sounds (rhythm exploration)</p> <p>Playing the steady beat on instruments</p> <p>High and low pitch exploration</p> <p>Singing games and call-and-response songs</p> <p>Loud and soft dynamics</p> <p>Expressive movement to music</p> <p>Practicing songs and musical routines</p> <p>Informal performance and reflection</p>
<p><b>MP 2</b></p> <p><b>Skills- Concepts</b></p>	<ul style="list-style-type: none"> <li>• <b>Beat, Singing &amp; Instrument Exploration:</b> Students keep a steady beat through movement and instrument play, sing simple songs and chants, and explore classroom instruments safely and creatively.</li> </ul>

	<ul style="list-style-type: none"> <li>• <b>Rhythm, Pitch &amp; Sound Awareness:</b> Students distinguish steady beat from rhythm, recognize long and short sounds, identify high and low pitch, and respond to loud and soft dynamics.</li> <li>• <b>Expressive Movement &amp; Musical Play:</b> Students move expressively to music, using their bodies and voices to show musical ideas, mood, and character.</li> <li>• <b>Musical Meaning &amp; Everyday Connections:</b> Students understand that music uses sound and movement to express ideas, beat organizes music, and music is part of daily life, celebrations, and community traditions.</li> </ul>
<p><b>MP 2</b></p> <p><b>Core Materials</b></p>	<ul style="list-style-type: none"> <li>• Singing voice</li> <li>• Classroom percussion instruments (shakers, drums, rhythm sticks)</li> <li>• Movement props (scarves, ribbons)</li> <li>• Recorded music and song literature</li> <li>• Visual supports for beat, pitch, and dynamics</li> </ul>



Marking Period 3 (MPIO)	General Music Curriculum Pacing Guide -Grade: Kindergarten
<p><b>MP 3</b></p> <p><b>Standards for Music Content</b></p>	<ul style="list-style-type: none"> <li>• <b>MU:Cr1.1.K</b> Students explore and generate musical ideas using voice, movement, and classroom instruments.</li> <li>• <b>MU:Cr2.1.K</b> Students organize musical ideas using simple rhythmic patterns, pitch direction, and expressive elements.</li> <li>• <b>MU:Cr3.1.K</b> Students refine musical ideas through repetition and guided practice.</li> <li>• <b>MU:Pr4.1.K</b> Students demonstrate understanding of steady beat, rhythm, and pitch through singing, movement, and instrument play.</li> <li>• <b>MU:Pr5.1.K</b> Students rehearse music with teacher guidance, demonstrating focus and appropriate performance behaviors.</li> <li>• <b>MU:Pr6.1.K</b> Students perform music with appropriate tone, tempo, and dynamics for an audience.</li> <li>• <b>MU:Re7.1.K</b> Students describe how music communicates ideas or feelings using simple language and movement.</li> <li>• <b>MU:Re8.1.K</b> Students interpret music by identifying patterns, contrasts, and expressive qualities.</li> <li>• <b>MU:Cn10.1.K</b> Students relate musical ideas to personal experiences, classroom themes, or stories.</li> <li>• <b>MU:Cn11.1.K</b> Students explore how music connects to daily routines, celebrations, and cultures.</li> </ul>
<p><b>MP 3</b></p> <p><b>Topics</b></p>	<p>Review of steady beat and rhythm</p> <p>Repeating rhythm patterns</p> <p>Same and different sounds</p> <p>Pitch direction: up, down, same</p> <p>Singing pitch patterns and echo songs</p> <p>Musical form: same/different sections</p> <p>Loud and soft contrasts</p> <p>Movement to show musical changes</p> <p>Practicing songs and routines</p> <p>Informal sharing and reflection</p>
<p><b>MP 3</b></p> <p><b>Skills- Concepts</b></p>	<p>• <b>Beat, Rhythm &amp; Musical Participation:</b>          Students maintain a steady beat through movement and classroom instrument play while responding actively to musical experiences.</p>

	<ul style="list-style-type: none"> <li>• <b>Pitch, Melody &amp; Musical Direction:</b> Students explore pitch patterns and melodic direction by singing simple patterns and identifying high/low and up/down movement in music.</li>   <li>• <b>Musical Patterns, Form &amp; Dynamics:</b> Students recognize repetition and contrast in music while identifying musical form (same/different) and dynamic changes such as loud and soft.</li>   <li>• <b>Expression, Meaning &amp; Cultural Connections:</b> Students understand that music can express feelings and ideas while connecting musical experiences to stories, traditions, and cultural expression.</li> </ul>
<p><b>MP 3</b></p> <p><b>Core Materials</b></p>	<ul style="list-style-type: none"> <li>• Singing voice</li> <li>• Classroom percussion instruments</li> <li>• Scarves or movement props</li> <li>• Recorded music and song repertoire</li> <li>• Visual supports for patterns, pitch, and dynamics</li> </ul>



Marking Period 4 (MPIV)	General Music Curriculum Pacing Guide -Grade: Kindergarten
<p><b>MP 4</b></p> <p><b>Standards for Music Content</b></p>	<ul style="list-style-type: none"> <li>• <b>MU:Cr1.1.K</b> Students explore and generate musical ideas using voice, movement, and classroom instruments.</li> <li>• <b>MU:Cr2.1.K</b> Students organize musical ideas using simple rhythmic patterns, pitch direction, and expressive elements.</li> <li>• <b>MU:Cr3.1.K</b> Students refine musical ideas through repetition and guided practice.</li> <li>• <b>MU:Pr4.1.K</b> Students demonstrate understanding of steady beat, rhythm, and pitch through singing, movement, and instrument play.</li> <li>• <b>MU:Pr5.1.K</b> Students rehearse music with teacher guidance, demonstrating focus and appropriate performance behaviors.</li> <li>• <b>MU:Pr6.1.K</b> Students perform music with appropriate tone, tempo, and dynamics for an audience.</li> <li>• <b>MU:Re7.1.K</b> Students describe how music communicates ideas or feelings using simple language and movement.</li> <li>• <b>MU:Re8.1.K</b> Students interpret music by identifying patterns, contrasts, and expressive qualities.</li> <li>• <b>MU:Cn10.1.K</b> Students relate musical ideas to personal experiences, classroom themes, or stories.</li> <li>• <b>MU:Cn11.1.K</b> Students explore how music connects to daily routines, celebrations, and cultures.</li> </ul>
<p><b>MP 4</b></p> <p><b>Topics</b></p>	<p>Review of steady beat and musical routines</p> <p>Singing with expression and clear voices</p> <p>Playing instruments with steady beat and dynamics</p> <p>Exploring musical form (same/different)</p> <p>Creating and improvising sounds and rhythms</p> <p>Expressive movement to music</p> <p>Practicing songs and musical games</p> <p>Learning performance behaviors and audience skills</p> <p>Informal class performance and sharing</p> <p>Reflection and celebration of learning</p>
<p><b>MP 4</b></p> <p><b>Skills- Concepts</b></p>	<p>• <b>Singing, Beat &amp; Musical Participation:</b> Students sing simple songs with expression while keeping a steady beat through movement and classroom instruments.</p>

	<ul style="list-style-type: none"> <li>• <b>Rhythm, Pitch &amp; Sound Exploration:</b> Students explore and create musical sounds while identifying basic musical elements such as beat, rhythm, and pitch.</li> <li>• <b>Dynamics, Mood &amp; Musical Expression:</b> Students recognize loud and soft dynamics while exploring how music can communicate mood and feelings.</li> <li>• <b>Performance Behavior, Audience Awareness &amp; Musical Community:</b> Students demonstrate appropriate performance and audience behavior while understanding that music can be shared with others and that everyone can participate in music-making.</li> </ul>
<p><b>MP 4</b></p> <p><b>Core Materials</b></p>	<ul style="list-style-type: none"> <li>• Singing voice</li> <li>• Classroom percussion instruments (shakers, drums, rhythm sticks)</li> <li>• Scarves, ribbons, or movement props</li> <li>• Recorded music and song repertoire</li> <li>• Visual supports for routines and musical concepts</li> </ul>