

Kindergarten:

A: Singing

1: Use singing, speaking, whispering and shouting voices

2: Demonstrate soft and loud, fast and slow

3: Perform a varied repertoire of songs, including

- *patriotic
- *folk
- Seasonal
- *spirituals

4: Hold own part in large groups

5: Perform in groups following cues of the ***conductor**

B: Instrumental Skills

1: Perform using two dynamic levels—soft and loud

2: Echoes simple rhythms (long and short sounds)

3: Perform a varied repertoire of music including instrumental accompaniments representing diverse cultures, genres, and styles

4: Echo short rhythmic patterns on rhythm instruments and/or body percussion

5: Perform in groups following cues of the conductor

C: Improvisation

1/2/3/4/: Exploration

D: Composition

- 1: create sounds to accompany readings
- 2: arrange and read simple icons for long/short, sounds and silence
- 3: use a variety of sounds when composing simple patterns

E: Reading and Notating

- 1: Read icons for long and short sounds, one and two sounds and silence in duple meter
- 2: alternative notation to show pitch (music maps)

F: Analysis

- 1: Distinguish between same and different (Form)
- 2: Respond and move to aural examples of music: sound and silence, high and low, loud and soft
- 3: Differentiate between nature, man-made, and animal sounds
- 4: Differentiate between various vocal productions:
 - singing
 - whispering

- shouting
- speaking

5: Differentiate between instrumental sounds using simple music language

G: Evaluation

1: Develop criteria to distinguish between quality and non-quality performance through listening and self-assessment with regard to the following musical elements:

- appropriate singing voice
- loud/soft
- steady beat
- posture/stage presence

2: Use simple music terms to describe their personal response to a musical example (feelings)

3: Use simple music terms to evaluate performances of other and make suggestions for improvement

H: The Arts

1: Use terms such as plain or fancy, same or different, bright or dark, in music class and art class

2: Make simple connections to other disciplines and subjects

I: History and Culture

1: Identify characteristics, elements of music, function of music in teacher-selected genres or styles

- lullabies
- marches
- nursery rhymes/chants

2: Demonstrate audience behavior appropriate for context and style of music

3: Identify role of music leader and participants

4: Perform a varied repertoire of songs, including

- patriotic, folk, seasonal, spirituals and describe different roles of musicians, music in culture