<table>
<thead>
<tr>
<th>Strand</th>
<th>Product/Performance</th>
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<tbody>
<tr>
<td>Big Idea</td>
<td>Develop and Apply Singing Skills to Perform and Communicate through the Arts</td>
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<table>
<thead>
<tr>
<th>Standard</th>
<th>Learning Targets</th>
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<tbody>
<tr>
<td>A. Matches pitch with good singing techniques while singing alone or in a group</td>
<td>1.</td>
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<tr>
<td></td>
<td>• Match pitch in a limited range (mi, so, la)</td>
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<td></td>
<td>• Use proper breath control and accurate diction while singing</td>
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<td>• Demonstrate appropriate singing posture and stage presence</td>
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<td></td>
<td>• Demonstrate characteristic timbre, dynamics, and rhythmic accuracy while singing in an ensemble</td>
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**Alignments:**  
Performance: 2.5, 4.6  
Knowledge: (FA) 1  
MUGLE: PP.1.A  
NETS: N/A  
DOK: 4

**Instructional Strategies**

- Teacher modeling – rote singing  
- Guided practice – singing phrase by phrase  
- Classroom demonstration and discussion  
- Pitch matching games and songs  
- View video clips of vocal performances and discuss
### Assessments/Evaluations

- Performance assessment – small group singing
- Aural assessment using scoring guide to determine the level of pitch accuracy
- Visual observation of:
  - posture
  - state presence
  - listening behaviors
- Student self-assessment

### Sample Assessment Questions

- Performance assessment – question/answer singing games
- How would you improve your _______? (e.g., posture, tone)

### Instructional Resources/Tools

- Spotlight on Music
- Teacher selected repertoire
- Recordings of rehearsals/performances
- Videos of students singing
- Internet resources (YouTube and others)

### Literacy Connections

- Demonstrate understanding of lyrics and vocabulary in songs
- Develop concept of rhyme through the use of nursery rhymes
- Pre-reading/reading skills:
  - sequence
  - setting
  - phonics connections
  - directionality/visual tracking (left to right)
  - identify patterns
- Identifying phrases
- Oral fluency
- Demonstrates appropriate intonation
- Focused, sustained attention on task
- Story Songs:
  - *There was an Old Lady Who Swallowed a Fly*
  - *The Wheels on the Bus*
  - *Mary Wore a Red Dress*
  - *A-Hunting We Will Go*
  - *Up, Up Down - Munsch*

**Cross Curricular Connections**

- Literacy
- Historical & multicultural connections
## Music
### Kindergarten

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<tbody>
<tr>
<td>Big Idea</td>
<td>Develop and Apply Instrumental Music Skills to Perform and Communicate through the Arts</td>
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### Standard
B. Performs rhythms and melodies on classroom instruments

### Learning Targets
1. 
   - Perform a varied grade level repertoire of instrumental music with increasing difficulty representing diverse cultures, genres, and styles
   - Perform steady beat
   - Echo and perform short rhythmic and melodic patterns on classroom instruments
   - Demonstrate characteristic timbre, dynamics, and rhythmic accuracy while playing in an ensemble

### Alignments:
Performance: 2.5, 4.6  
Knowledge: (FA) 1  
MUGLE: PP.2.A  
NETS: N/A  
DOK: 3

### Instructional Strategies
- Teacher modeling of rhythmic and melodic instrument patterns
- Echo/response
- Guided practice for playing instruments
- Body percussion
- Small group performances
## Assessments/Evaluations

- Performance assessments using scoring guides
- Teacher observation of playing skills
- Student self-assessment directed by the teacher
- Small group performances

## Sample Assessment Questions

- Performance assessment:
  - Instrumental echo playing
  - Demonstrate steady beat
  - Call and response songs with instruments

## Instructional Resources/Tools

- Spotlight on Music
- Sound stories from Spotlight on Music
- Teacher selected repertoire
- Web-based and video recordings of performances
- SMART Board lessons
- Classroom instruments
- Internet resources

## Literacy Connections

- Nursery rhymes with instrumental accompaniments
- Identify syllables and rhythm of the words
- Pre-reading/reading skills:
  - Visual tracking
  - Sequence
  - Pattern identification
- Sound story song resources:
  - *Chick-a-Chick-a Boom Boom*
  - *Rap a Tap Tap*
  - *Goin’ on a Bear Hunt*
  - *Little Rabbit Foo Foo*
### Cross Curricular Connections

- Literacy
- Multicultural connections
- Math:
  - patterns
  - sequencing
  - form
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<td>Develop Basic Skills of Music Literacy</td>
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### Standard

C. Music literacy
- Read and perform RHYTHMS using icons or notation
- Read and perform MELODIES using icons or notation
- Identify and performs DYNAMICS
- Identify basic TONE COLORS of classroom, folk and orchestral instruments
- Identify and perform music with a variety of TEMPOS
- Identify and describe FORM in music

### Learning Targets

1. **RHYTHM**
   - Read & perform iconic rhythmic patterns representing long/short

2. **MELODY**
   - Read & perform iconic melodic patterns representing high/low & up/down

3. **DYNAMICS**
   - Identify and perform loud/soft

4. **TONE COLOR**
   - Visually & aurally identify basic classroom instruments
   - Visually & aurally identify selected orchestral and folk instruments

5. **TEMPO**
   - Define tempo as the speed of the beat
   - Demonstrate fast & slow

6. **FORM**
   - Identify & analyze forms & composition techniques: same/different
     - AB
     - ABA
     - Introduction
     - Repeat
### Alignments:
- Performance: 1.5, 1.8, 2.5
- Knowledge: (FA) 1
- MUGLE: PP.2.C
- NETS: 6a,b
- DOK: 2

### Instructional Strategies
- Echo/response
- Guided practice
- Story songs
- Game songs
- Teacher created charts:
  - Rhythm
  - Melody
- Role-playing games
- Listening & movement response activities
- SMART Board lessons
- Distinguish between music opposites:
  - Same/different
  - High/low
  - Fast/slow
  - Long/short
  - Soft/loud
  - Up/down

### Assessments/Evaluations
- Performance assessments – small group performances
- Teacher observation
- Aural assessment
- Visual/kinesthetic response assessment
- Student self-assessment directed by the teacher
### Sample Assessment Questions

- What Do You Hear assessment – students signal answers with physical/kinesthetic responses
- Are we all playing a steady beat? How can we work to stay together?

### Instructional Resources/Tools

- Spotlight on Music
- Teacher selected repertoire
- Teacher designed charts/PowerPoints/visuals
- Manipulatives
- SMART Board lessons

### Literacy Connections

- Reading skills:
  - Visual tracking
  - Pattern identification
  - Sequence
  - Intonation
  - Oral fluency
- Vocabulary development
- Storybook resources:
  - *Up, Up, Up Down* by Robert Munsch
  - *Little Beaver & the Echo*
  - *Goin’ on a Bear Hunt*

### Cross Curricular Connections

- Literacy
- Math:
  - patterns
  - sequencing
  - form
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**Standard**

D. Participates positively in performance activities

**Learning Targets**

1. 
   - Perform grade level repertoire with increasing difficulty as individuals or in small/large ensembles within the classroom setting
   - Perform a varied repertoire of music representing diverse cultures, genres, and styles
   - Respond expressively to the cues of the conductor
   - Identify and demonstrate appropriate listening behavior during classroom or other performances

**Alignments:**
- Performance: 2.5, 4.6
- Knowledge: (FA) 1
- MUGLE: PP.1.A; PP.2.A
- NETS: N/A
- DOK: 4

**Instructional Strategies**

- Small group or classroom practice performances
- Class discussion of performance etiquette and listening behavior
- Shadow conducting
**Assessments/Evaluations**

- Teacher observation
- Class discussion
- Performance assessment:
  - Echo singing and playing
  - Call and response songs
  - Question/answer songs
  - Small group performances

**Sample Assessment Questions**

- What did we do best during our performance?
- What can I or the group do better next time?

**Instructional Resources/Tools**

- Spotlight on Music
- Teacher selected repertoire
- Recording of performance events for viewing and discussion
- Web-based viewing of performances

**Literacy Connections**

- Vocabulary development (descriptive vocabulary)
- Use of these elements in performance:
  - mood
  - style
  - imagery
  - tone painting
- Perform Sound Stories from Spotlight on Music
Music
Kindergarten

Cross Curricular Connections

- Reading:
  - Visual tracking
  - Sequencing
  - Pattern and form identification
  - Identifying phrases
  - Identify rhyming words/schemes
- Literacy
- Multicultural & historical connections
- Math:
  - Patterns
  - Sequencing
  - Form
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<tr>
<td>Big Idea</td>
<td>Develop and Apply the Knowledge and Skills to Listen, to Analyze, and Describe Music</td>
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<td>and Musical Performance</td>
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**Standard**

E. Listens to, analyzes, and discusses music from various cultures, genres, and historical contexts

**Learning Targets**

1. Listen to, analyze and critique grade level appropriate musical selections with increasing difficulty through listening and self-assessment with regard to the following musical elements:
   - tone quality
   - quality/non-quality performance
   - posture/stage presence

2. Identify contrasting musical elements in vocal and instrumental music including:
   - melody
   - rhythm
   - expression
   - form
   - timbre

3. Identify characteristics, functions and elements of teacher-selected genres or styles:
   - Seasonal songs
   - Folk dances/folk music
   - Spirituals
   - Secular
   - Sacred
   - Multicultural
   - American/patriotic songs
   - Ballet
## Music
### Kindergarten

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|   | - Identify major composers and selected musical literature  
|   | - Identify and analyze the cross-curricular connections between the arts and other subjects (i.e., common themes, principles, subject matter, similar and contrasting terms, mathematical patterns)  

### Alignments:
- Performance: 1.6, 1.9, 2.4  
- Knowledge: (FA) 3  
- MUGLE: AP.1.A,B  
- NETS: 2c; 5b  
- DOK: 4

### Instructional Strategies
- Class discussions  
- Read aloud books related to:
  - history  
  - cultures  
  - composers  
- Interactive SMART Board lessons  
- Reading Rainbow videos  
- Video clips from YouTube from different cultures  
- Discussions about composers  
- Guided practice for analyzing music

### Assessments/Evaluations
- Aural assessment  
- Visual/kinesthetic assessment  
- Class discussion  
- What Do You Hear? – Guided listening  
- Web-based resources
### Sample Assessment Questions

- What Do You Hear assessment – students signal answers with physical/kinesthetic responses
- What do you feel when you listen to this piece of music and why?
- What is the style of this song or music?
- Describe the function/purpose of a song, such as a:
  - lullaby
  - march dance

### Instructional Resources/Tools

- Spotlight on Music
- Teacher selected resources
- Listening maps
- Web-based and video recordings of performances
- SMART Board lessons
- Foreign Language songs
- Multicultural stories and songs
- Print resources from the Media Center

### Literacy Connections

- Develop simple vocabulary for describing music
- Identify composers using print or internet resources
- Storybooks:
  - *Martin Luther King* (pair with “Sing About Martin”)
  - *Hush!*
  - *This Land Is Your Land*
  - *Ten Oni Drummers*
  - *Gustav Mole series*
  - *Berlioz the Bear*
  - *Carnival of the Animals*
  - *Peter and the Wolf*
  - *The Nutcracker*
- Holiday & seasonal books
Cross Curricular Connections

- History & multicultural connections
- Literacy
- Math:
  - Patterns
  - Sequencing
  - Form
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<td>Synthesize and Apply Knowledge and Skills to Create Music</td>
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**Standard**

F. Creates, composes and improvises simple rhythms and melodies

**Learning Targets**

1. Create and perform rhythmic and/or melodic compositions using grade level appropriate icons, manipulatives and/or standard notation

• Improvise short rhythmic/melodic patterns and accompaniments utilizing grade level elements

**Alignments:**

Performance: 1.6, 1.8, 2.4
Knowledge: (FA) 3
MUGLE: AP.1.B
NETS: 1a,b
DOK: 4

**Instructional Strategies**

• Use ostinatos as basis for accompaniments
• Add instrument accompaniments to songs and poems (e.g., sound stories in Spotlight on Music)
• Drum/percussion circles
• Body percussion
• Manipulatives (beat/melody boxes)

**Assessments/Evaluations**

• Performance assessment
• Teacher observation
• Aural assessment
• Visual/kinesthetic assessment
## Sample Assessment Questions

- Performance assessment: Create and perform accompaniment patterns for story or poem
- Call and response activities within a percussion circle

## Instructional Resources/Tools

- Spotlight on Music
- Teacher selected repertoire
- Pattern grids for creating rhythms/melodies
- Manipulatives for creating rhythmic/melodic patterns
- SMART Board lessons
- Drum Circle resources
- Orff and Kodaly materials

## Literacy Connections

- Reading skills:
  - Visual tracking
  - Directionality
  - Sequence
  - Pattern identification
  - Intonation
- Spotlight on Music sound stories
- Storybook resources
- Caps for Sale – choose a different instrument for each color cap
- Nursery rhymes – create new rhymes and new verses

## Cross Curricular Connections

- Literacy
- Math:
  - Patterns
  - Sequencing
  - Form
- Multicultural