



## Kinder Music Expectations-Quarter 1

### Topics/Units for Quarter 1:

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## Product Performance

### **1. Develop and apply singing skills to perform and communicate through the arts**

#### *A. Independent Singing*

1. Use singing, speaking, whispering and shouting voices

#### *C. Repertoire*

2. Perform a varied repertoire of songs, including \*patriotic, \*folk, seasonal, \*spirituals

#### *E. Group Singing*

3. Perform in groups following cues of the **\*conductor**

### **2. Develop and apply instrumental music skills to perform and communicate through the arts**

#### *A. Instrumental Performance Skills*

4. Perform using two dynamic levels—soft and loud

5. Echoes simple rhythms (long and short sounds)

#### *C. Repertoire*

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

#### *D. Imitation (play by ear)*

7. Echo short rhythmic patterns on rhythm instruments and/or body percussion

#### *E. Group Playing*

8. Perform in groups following cues of the conductor

## Elements of Music

### **1. Develop and apply the knowledge and skills to read and notate music**

*A. Rhythmic \*Notation*

9. Read icons for long and short sounds and silence in duple meter

## **Artistic Perceptions**

### **1. Develop and apply the knowledge and skills to listen to, analyze, and describe music and musical performance**

*A. Musical \*Forms*

10. Distinguish between same and different

*B. Musical Characteristics, Events, and Descriptors*

11. Respond and move to aural examples of music
- sound and silence
12. Differentiate between nature, man-made, and animal sounds
13. Differentiate between various vocal productions:
- singing
  - whispering
  - shouting
  - speaking

### **2. Develop and apply the knowledge and skills to evaluate music and musical performance**

*A. Criteria for Musical Performances and Compositions*

14. 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

*B. Critique Musical Performances and Compositions*

15. Use prerequisite music terms to describe their personal response to a musical example (feelings)

## **Interdisciplinary Connections**

### **1. Develop and apply knowledge and skills to understand the relationships between music, the other arts and disciplines outside the arts**

*A. Connections between Music and Related Arts and Humanities*

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

## **Historical and Cultural Contexts**

### **1. Develop and apply the knowledge and skills to understand works of art in time and place**

*A. Genres and Styles*

17. Identify characteristics of teacher-selected genres or styles

- lullabies
- marches
- nursery rhymes/chants

*B. Stylistic Practices*

18. Describe how elements of music are used in teacher-selected examples

- lullabies
- marches
- nursery rhymes/chants

*C. Music's Role and Function in Various Cultures*

19. Describe the function of music in various settings and cultural events

- lullabies
- marches
- nursery rhymes/chants

20. Identify and demonstrate appropriate listening behavior during a classroom or outside performance

*D. Careers in Music*

21. Identify responsibilities of a music leader and group participants in a classroom setting