Vision Statement of Volusia County Schools
Through the individual commitment of all, our students will graduate with the knowledge, skills, and values necessary to be successful contributors to our democratic society.
The School District of Volusia County

The School Board of Volusia County
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Ms. Teresa Marcks

Director K-12 Curriculum
Ms. Rachael Hazel

Performing Arts Specialist
Dr. Monty R. Musgrave
Interpreting the Curriculum Maps

**Measurement Topic:** The overarching organizational structure used to group content/concepts within the curriculum map for assessment purposes

**Pacing:** The recommended time period within the year for instruction related to the essential questions to occur

**Essential Questions:** The overarching question(s) that will serve to guide instruction and to push students to higher levels of thinking. Essential questions should guide students to the heart of the big idea or content and should meet the following characteristics:

A. Endurance: important for the long term
B. Leverage: applicable to or connected with many academic disciplines or concepts
C. Readiness for the next level of learning: prepares students for success in the next grade/course
D. Clarity: provides clear and common understanding
E. Measurable: able to be assessed

**Concepts/Content:** A list of the big ideas, broad topics, or major underlying concepts covered in the development of the essential questions

**Learning Targets/Skills:** The content knowledge, processes, and enabling skills that will ensure successful mastery of the essential questions

**Benchmarks:** The Sunshine State Next Generation Standards aligned with the learning targets and skills (see next page)

**Key Terminology:** The content vocabulary and other key terms and phrases with which students should be familiar and that support mastery of the learning targets, skills and essential questions

**Activities and Resources:** A suggested listing of high quality, appropriate materials, strategies, lessons, textbooks, videos and other media sources that are aligned with the learning targets, skills and essential questions

**Assessment:** A list of district-required and optional classroom assessments that are aligned with the learning targets, skills and essential questions. Assessments should include formative assessments to monitor progress and inform instruction as well as summative assessments for grading and reporting purposes.

**************************************************

The curriculum maps for elementary music are divided into four sections, which align with the Big Ideas of the NGSS:  C – Critical Thinking and Reflection; S – Skills, Techniques, and Processes; O – Organizational Structure; H – Historical and Global Connections; F – Innovation, Technology, and the Future. It is common practice that many or most of the Big ideas, and the concepts associated with them, are taught simultaneously in every lesson (hence the “Spiral Curriculum”). The purpose of delineation into separate sections is for assessment purposes. Teachers are encouraged to use most or all the maps simultaneously. Further, the lessons provided in each map (which align with the Organizing Principles) are suggestions; teachers may use additional or substitute lessons/materials provided the learning targets, vocabulary, standards, and essential questions are addressed. It is hoped that by using this format, teachers will focus assessments guided by the learning targets of the maps while continuing to provide a comprehensive course of music study.
FOR ALL USERS:

A coding system is used in all curriculum guides to identify NGSSS and Course Content Statements.

**Benchmark Code:**

For easy reference, each strand, standard, and benchmark has been assigned a unique identification code.

For example:

**MU.K.C.1.1**

- **Content Area:**
- **Grade Level:**
- **Big Idea:**
- **Enduring Understanding:**
- **Standard:**

**Big Ideas**

C – Critical Thinking and Reflection
S – Skills, Techniques, and Processes
O – Organizational Structure
H – Historical and Global Connections
F – Innovation, Technology, and the Future

The first two letters of the code identify the content area (e.g., MU for music). The next number(s) identify the grade level. The next letter (C, S, O, H, or F) identifies the big idea. The next number identifies the enduring understanding, and the last number identifies the benchmark under the grade cluster within the standard.
# ELEMENTARY MUSIC CURRICULUM MAP

**Kindergarten**

## MEASUREMENT TOPIC: Exploring Rhythm

### LEARNING TARGETS:
- Recognize the differences between short and long sounds.
- Recognize the differences (and similarities) between rhythmic sounds and rhythmic silences.
- Recognize various rhythmic combinations and patterns (aurally).

## CONCEPTS / CONTENT | ACTIVITIES | STANDARDS | KEY TERMINOLOGY
--- | --- | --- | ---
Beat | Singing  
- Say and sing rhythmic patterns accurately with a steady beat  
- Sing a song that includes rests  
- Perform songs, fingerplays, and rhymes to connect with reading, math, or science  
Playing  
- Play percussion instruments to show the beat and the rhythm of songs  
- Imitate peer or teacher keeping steady beat  
- Imitate rhythm patterns played by peer or teacher | *MU.K.C.1.1  
*#MU.K.S.3.4  
MU.K.0.1.1  
*MU.K.O.1.2  
#MU.K.H.3.1  
*MU.K.F.3.1 | Steady beat  
Rhythm  
Beat / silent beat  
Long / short sounds  
Sound / silence  
*assess  
#performing benchmarks

Duration |  |  |
--- | --- | --- | ---
|  |  |  |  |

Meter | Moving  
- Move on the steady beat to recorded music of different styles and tempo, using locomotor and non-locomotor movements  
- Use hand movements to show long and short sounds  
Listening  
- Listen for steady beat and / or rhythm  
Reading  
- Read rhythms from iconic notation |  | Pattern  
Repeated patterns

Pattern |  |  |
--- | --- | --- | ---
|  |  |  |  |

Reading  
- Read rhythms from iconic notation |  |  |
Creating  
- Create body percussion and / or other movement to show steady beat  
Analyzing  
- Compare / contrast between steady beat / rhythm  
- Compare same / different rhythm patterns  
- Exhibit age-appropriate music and life skills to be successful in music |  |  |  |
ELEMENTARY MUSIC CURRICULUM MAP
Kindergarten

Suggested Modules & Lessons

Module 1 - Beat
1. Welcome to Music!
   Introduce Kindergarten students to the music classroom and its rules.
2. Beat
   Discover the presence of beat in music and in the world around us.
3. Steady Beat
   Help students feel, identify, and express a steady beat through singing and moving.

Module 3 - Rhythm
7. Rhythm Introduction
   Experience the connection between beat and rhythm through singing and moving.
8. Beat or Rhythm
   Discover the difference between beat and rhythm.
9. Sing, Play, & Move to Rhythm
   Experience rhythm through singing, playing, and moving.

Assessment - Lesson 3(8)  Assessment - Lesson 9(8) Rhythm

Benchmark Descriptions

MU.K.C.1.1 Respond to music from various sound sources to show awareness of steady beat.
MU.K.S.3.4 Imitate simple rhythm patterns played by the teacher or a peer.
MU.K.O.1.1 Respond to beat, rhythm, and melodic line through imitation.
MU.K.O.1.2 Identify similarities and differences in melodic phrases and/or rhythm patterns.
MU.K.H.3.1 Perform simple songs, finger plays, and rhymes to experience connections among music, language, and numbers.
MU.K.F.3.1 Exhibit age-appropriate music and life skills that will add to the success in the music classroom.

NOTES:
Assessment - Lesson 18 (7) Meter
Assessment Lesson 30 (7) Duration
## ELEMENTARY MUSIC CURRICULUM MAP
### Kindergarten

**MEASUREMENT TOPIC:**

**Exploring Tone Color**

**PACING:** Nine Weeks

<table>
<thead>
<tr>
<th>LEARNING TARGETS</th>
<th>ACTIVITIES</th>
<th>STANDARDS</th>
<th>KEY TERMINOLOGY</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Aurally recognize various vocal, instrumental, and environmental sounds and textures.</td>
<td>Singing</td>
<td>*MU.K.C.1.2</td>
<td>Sing, speak, shout, whisper</td>
</tr>
<tr>
<td>• Demonstrate various vocal timbres.</td>
<td></td>
<td>*MU.K.C.1.3</td>
<td>Individual and group sounds</td>
</tr>
<tr>
<td>• Visually and aurally identify various musical instruments.</td>
<td></td>
<td>#MU.K.H.1.1</td>
<td>Body percussion Classroom</td>
</tr>
<tr>
<td>• Have an awareness of music of various cultures.</td>
<td></td>
<td>*#MU.K.H.2.1</td>
<td>percussion Individual and group sounds, Including flute,</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>trumpet, snare drum, piano,</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>guitar</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Large and small ensembles</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Nature sounds</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Found sounds</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>Machine sounds</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>One sound/more than one sound</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Thick/thin</td>
</tr>
</tbody>
</table>

**CONCEPTS / CONTENT**

**Timbre**

**Vocal**

**Instrumental**

**Environmental**

**Texture**

**STANDARDS**

* *MU.K.C.1.2
#MU.K.H.1.1
*#MU.K.H.2.1
#MU.K.H.3.1
*MU.K.F.1.1
*#MU.K.S.3.3

*assess

# Performing benchmarks
MEASUREMENT
TOPIC: Exploring Tone Color

Benchmark Descriptions

MU.K.C.1.2 Identify various sounds in a piece of music.
MU.K.C.1.3 Identify, visually and aurally, pitched and unpitched classroom instruments.
MU.K.S.3.3 Match pitches in a song or musical phrase in one or more keys.
MU.K.H.1.1 Respond to music from diverse cultures through singing and movement.
MU.K.H.2.1 Respond to and/or perform folk music of American cultural sub-groups.
#MU.K.H.3.1 Perform simple songs, finger plays, and rhymes to experience connections among music, language, and numbers.
MU.K.F.1.1 Respond to and explore music through creative play and found sounds in the music classroom.

NOTES
# ELEMENTARY MUSIC CURRICULUM MAP
## Kindergarten

<table>
<thead>
<tr>
<th>MEASUREMENT TOPIC</th>
<th>Exploring Melody, Harmony, and Form</th>
<th>PACING: Nine Weeks (Map C)</th>
</tr>
</thead>
</table>
| **LEARNING TARGETS:** | - Recognize the difference between high and low sounds visually, aurally and/or through movement.  
- Recognize same/different pitch patterns visually, aurally and/or through movement.  
- Recognize differences / similarities in musical forms visually, aurally and/or through movement.  
- Demonstrate attempts to sing on pitch with appropriate tone quality. | |

<table>
<thead>
<tr>
<th>CONCEPTS / CONTENT</th>
<th>ACTIVITIES</th>
<th>STANDARDS</th>
<th>KEY TERMINOLOGY</th>
</tr>
</thead>
</table>
| Pitch and Direction | Singing  
- Sing echo phrases  
- Sing melodies on pitch with head voice and appropriate tone quality  
- Sing call and response songs  
- Sing songs with melodic contour (high / low, upward / downward)  
- Sing, whisper, or speak phrase  
- Perform songs in class from memory  
- Perform songs, fingerplays, and rhymes to connect with reading, math, or science  
- | *MU.K.C.1.4  
MU.K.C.2.1  
#*MU.K.S.2.1  
#*MU.K.S.3.1  
#*MU.K.S.3.2  
#MU.K.S.3.3  
*MU.K.0.1.1  
*MU.K.O.1.2  
#*MU.K.H.3.1 | High / low  
Higher / lower  
Upward / downward  
Low to high / high to low |
| Tonality | Playing  
- Play upward / downward directions on mallet instruments  
- Play so / mi patterns  
- Perform songs with simple accompaniments with unpitched percussion  
- | *Assess  
#performance benchmarks | |
| Pattern | Moving  
- Move to show when a melody moves from low to high and high to low  
- Move to show melodic contour  
- Perform contrasting movements to show contrasting phrases  
- | | Same / different  
Repeated patterns |
| Harmony | Listening  
- Identify environmental sounds as high or low  
- Identify instrumental / vocal sounds as high or low  
- Identify singing, whispering, and speaking tones  
- | | |
| Form | Reading  
- Sing a song, using icons to follow the melodic contour  
- | | |
| | Creating  
- Use high and low vocal sounds to suggest story characters  
- | | |
| | Analyzing  
- Compare and contrast (same / different) in pitches and melodies  
- | | |
## ELEMENTARY MUSIC CURRICULUM MAP
### Kindergarten

<table>
<thead>
<tr>
<th>MEASUREMENT</th>
<th>Exploring Melody, Harmony, and Form</th>
<th>Nine Weeks (Map C)</th>
</tr>
</thead>
<tbody>
<tr>
<td>TOPIC:</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Suggested Modules & Lessons

#### Module 4 - Pitch
- **10** High and Low
  - Introduce students to the musical concept of high and low.
- **11** More about High and Low
  - Introduce students to matching pitch.
- **12** Pitches and Singing
  - Enhance students' ability to understand pitch by singing, moving, and playing.

#### Module 5 - Melody
- **13** Up and Down
  - Explore how melodic direction affects musical experience.
- **14** Singing Up and Down
  - Promote students' experience of melodic direction through listening, singing, and moving.
- **15** Sing It!
  - Develop students' experience with melody by introducing a celebration song through listening and singing.

#### Assessment - L 12 (7) Pitch

#### Assessment - L 15 (6) Melody

### Benchmark Descriptions

- **MU.K.C.1.4** Identify singing, speaking, and whispering voices.
- **MU.K.C.2.1** Identify similarities and/or differences in a performance.
- **MU.K.S.2.1** Sing or play songs from memory.
- **MU.K.S.3.1** Sing songs of limited range appropriate to the young child and use the head voice.
- **MU.K.S.3.2** Perform simple songs and accompaniments.
- **MU.K.S.3.3** Match pitches in a song or musical phrase in one or more keys.
- **MU.K.O.1.1** Respond to beat, rhythm, and melodic line through imitation.
- **MU.K.O.1.2** Identify similarities and differences in melodic phrases and/or rhythm patterns.
- **MU.K.H.3.1** Perform simple songs, finger plays, and rhymes to experience connections among music, language, and numbers.

### NOTES
<table>
<thead>
<tr>
<th>MEASUREMENT TOPIC:</th>
<th>Exploring Expressive Qualities</th>
<th>PACING:</th>
<th>Nine Weeks (Map D)</th>
</tr>
</thead>
</table>
| LEARNING TARGETS:   | • Recognize the difference between loud and soft sounds.  
                     • Recognize the difference between fast and slow sounds.  
                     • Recognize the difference between smooth and detached sounds.  
                     • Recognize concepts of mood in music aurally or through purposeful movement.  
                     • Recognize appropriate musical behaviors (as audience and performers). |         |                   |

<table>
<thead>
<tr>
<th>CONCEPTS /CONTENT</th>
<th>ACTIVITIES</th>
<th>STANDARDS</th>
<th>KEY TERMINOLOGY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dynamics</td>
<td>Singing</td>
<td>*MU.K.C.2.1</td>
<td>Loud/soft (Getting louder / getting softer)</td>
</tr>
<tr>
<td></td>
<td>• Sing songs with loud / soft and fast / slow</td>
<td>MU.K.C.3.1</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Say a speech piece, using loud / soft and fast / slow</td>
<td>**MU.K.S.2.1</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Perform songs, fingerplays, and rhymes to connect with other subject</td>
<td>MU.K.O.3.1</td>
<td></td>
</tr>
<tr>
<td></td>
<td>areas</td>
<td>**MU.K.H.3.1</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Perform songs from memory with expression</td>
<td>* MU.K.S.1.1</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Playing</td>
<td>*assess # performing</td>
<td>Loud/soft (Getting louder / getting slower)</td>
</tr>
<tr>
<td></td>
<td>• Play instruments demonstrating fast / slow, loud / soft</td>
<td>benchmarks</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Moving</td>
<td></td>
<td>Smooth</td>
</tr>
<tr>
<td></td>
<td>• Use movements to show the loud and soft parts of a song</td>
<td></td>
<td>Short sounds, Long sounds</td>
</tr>
<tr>
<td></td>
<td>• Use different loco-motor movements to show fast and slow tempos</td>
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</tr>
<tr>
<td></td>
<td>• Move with the steady beat of music that changes tempos</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tempo</td>
<td></td>
<td>*MU.K.C.2.1</td>
<td>Variety of moods (happy, sad, etc.)</td>
</tr>
<tr>
<td>Articulation</td>
<td></td>
<td>MU.K.C.3.1</td>
<td></td>
</tr>
<tr>
<td>Mood</td>
<td>Listening</td>
<td>**MU.K.S.2.1</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Identify sounds as loud and soft</td>
<td>MU.K.O.3.1</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Identify sounds as fast and slow</td>
<td>**MU.K.H.3.1</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Listen to a piece of music and share opinions</td>
<td>* MU.K.S.1.1</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Reading</td>
<td>*assess # performing</td>
<td>Loud/soft (Getting louder / getting slower)</td>
</tr>
<tr>
<td></td>
<td>• Read icons for loud and soft, slow and fast</td>
<td>benchmarks</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Creating</td>
<td></td>
<td>Smooth</td>
</tr>
<tr>
<td></td>
<td>• Listen to music and respond with movements or props to show how the</td>
<td></td>
<td>Short sounds, Long sounds</td>
</tr>
<tr>
<td></td>
<td>music makes one feel</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Improvise sound pieces to describe moods</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Create movements that fit the tempos of poems or songs</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Improvise sound pieces that capture the mood of a piece</td>
<td></td>
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</tr>
<tr>
<td></td>
<td>Analyzing</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Compare and contrast differences between loud/soft, fast/slow, smooth/detached sounds in different pieces of music</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**Suggested Modules & Lessons**

<table>
<thead>
<tr>
<th>Module 8 - Dynamics</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>22</strong> Loud and Soft</td>
</tr>
<tr>
<td>Introduce loud and soft through singing, playing, and moving to music.</td>
</tr>
<tr>
<td><strong>23</strong> Singing Loud and Soft</td>
</tr>
<tr>
<td>Reinforce loud and soft dynamic levels in music.</td>
</tr>
<tr>
<td><strong>24</strong> Playing Loud and Soft</td>
</tr>
<tr>
<td>Experience the fact that instruments can be played at loud or soft dynamic levels.</td>
</tr>
</tbody>
</table>

**Assessment - L 24 (7) Dynamics**

<table>
<thead>
<tr>
<th>Module 9 - Tempo</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>25</strong> All About Tempo</td>
</tr>
<tr>
<td>Introduce tempo through moving and singing.</td>
</tr>
<tr>
<td><strong>26</strong> Fast or Slow?</td>
</tr>
<tr>
<td>Identify fast and slow tempos through listening, singing, and moving.</td>
</tr>
<tr>
<td><strong>27</strong> Tempo Changes Around Us</td>
</tr>
</tbody>
</table>

**Assessment - L 27 (9) Tempo**

**Benchmark Descriptions**

MU.K.C.2.1 Identify similarities and/or differences in a performance.

MU.K.C.3.1 Share opinions about selected pieces of music.

MU.K.S.1.1 Improvise a response to a musical question sung or played by someone else.

#MU.K.S.2.1 Sing or play songs from memory.

MU.K.O.3.1 Respond to music to demonstrate how it makes one feel.

#MU.K.H.3.1 Perform simple songs, finger plays, and rhymes to experience connections among music, language, and numbers.

**NOTES**
Links to Educational Websites

American Orff-Schulwerk Association
http://aosa.org/
Central Florida Orff
http://www.centralfloridaorff.org/
Classics for Kids
http://www.classicsforkids.com/
Dalcroze Society of America
http://www.dalcrozeusa.org/
Dallas Symphony for Kids
http://www.dsokids.com/
Florida Elementary Music Education Association
http://femea.flmusiced.org/
Music is Elementary
http://www.musiciselementary.com/store/
Music K-8
http://musick8.com/
Music Theory
http://www.musictheory.net/lessons
National Association for Music Education
http://www.nafme.org/
New York Philharmonic for Kids
http://www.nyphilkids.org/games/main.phtml?
North Florida Orff
http://www.northfloridaorff.org/
Organization of American Kodaly Educators
http://www.oake.org/

PBS Kids Games
http://pbskids.org/games/music/
Teaching with Orff
http://teachingwithorff.com/
Watch-Know-Learn
West Music
http://www.westmusic.com/

Suggested Resources

CPALMS Access Points (for students with cognitive disabilities)
http://www.cpalms.org/Public/search/AccessPoint#0

Gameplan - Jeff Kriske and Randy DeLelles
Mallet Madness - Artie Almeida
Music Play – Denise Gagne
Silver Burdett - Making Music
Music for Children – Carl Orff
In the Modes – Chris Judah-Lauder
Canya Conga - Chris Judah-Lauder
Hand Drums on the Move - Chris Judah-Lauder
Hot Jams for Recorder – Jim Solomon
Monkey Business – Jim Solomon
Recorder Karate - Teresa and Paul Jennings
Music Moves Me – Wesley Ball
Florida Standard Benchmarks

<table>
<thead>
<tr>
<th>Benchmark Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>LAFS.K.RL.4</td>
<td>Range of Reading and Level of Text Complexity</td>
</tr>
<tr>
<td>LAFS.K.RL.1</td>
<td>Key Ideas and Details</td>
</tr>
<tr>
<td>LAFS.1.RL.1.2</td>
<td>Retell stories, including key details, and demonstrate understanding of their central message or lesson.</td>
</tr>
<tr>
<td>DA.K.S.3.3</td>
<td>Develop kinesthetic awareness by maintaining personal space and moving in pathways through space.</td>
</tr>
<tr>
<td>DA.K.O.3.1</td>
<td>Use movement to express a feeling, idea, or story.</td>
</tr>
<tr>
<td>SC.K.P.10.1</td>
<td>Observe that things that make sound vibrate.</td>
</tr>
<tr>
<td>TH.K.S.1.3</td>
<td>Describe personal preferences related to a performance.</td>
</tr>
<tr>
<td>LAFS.K.SL.1</td>
<td>Comprehension and Collaboration</td>
</tr>
<tr>
<td>LAFS.K.SL.1.1</td>
<td>Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.</td>
</tr>
<tr>
<td>LAFS.K.SL.1.2</td>
<td>Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.</td>
</tr>
<tr>
<td>LAFS.K.SL.1.3</td>
<td>Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Benchmark Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>MAFS.K12.MP</td>
<td>Mathematical Practices</td>
</tr>
<tr>
<td>MAFS.K12.MP.5</td>
<td>Use appropriate tools strategically.</td>
</tr>
<tr>
<td>MAFS.K12.MP.6</td>
<td>Attend to precision.</td>
</tr>
<tr>
<td>MAFS.K12.MP.7</td>
<td>Look for and make use of structure.</td>
</tr>
<tr>
<td>HE.K.B.5.3</td>
<td>Recognize the consequences of not following rules/practices when making healthy and safe decisions.</td>
</tr>
<tr>
<td>PE.K.C.2.1</td>
<td>Recognize locomotor skills.</td>
</tr>
<tr>
<td>PE.K.C.2.2</td>
<td>Recognize physical activities have safety rules and procedures.</td>
</tr>
<tr>
<td>PE.K.R.6.2</td>
<td>Identify a benefit of willingly trying new movements and motor skills.</td>
</tr>
<tr>
<td>PE.K.R.6.3</td>
<td>Identify the benefits of continuing to participate when not successful on the first try.</td>
</tr>
</tbody>
</table>
## ASSESSMENT RUBRIC

<table>
<thead>
<tr>
<th>Points</th>
<th>Grade</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>4 Points</td>
<td>ADVANCED</td>
<td>A score of four is a response in which the student demonstrates a thorough understanding of the music concepts and/or procedures embodied in the task. The student has responded correctly to the task, used musically sound procedures, and provided clear and complete explanations and interpretations.</td>
</tr>
<tr>
<td>3 Points</td>
<td>PROFICIENT</td>
<td>A score of three is a response in which the student demonstrates a proficient understanding of the music concepts and/or procedures embodied in the task. The students’ response to the task is essentially correct with the musical procedures used and the explanations and interpretations provided demonstrating an essential but less than thorough understanding. The response may contain minor flaws that reflect inattentive execution of musical procedures or indications of some misunderstanding of the underlying music concepts and/or procedures.</td>
</tr>
<tr>
<td>2 Points</td>
<td>BASIC</td>
<td>A score of two indicates that the student has demonstrated only a partial understanding of the music concepts and/or procedures embodied in the task. Although the student may have used the correct approach to obtaining a solution or may have provided a correct solution, the students’ work lacks an essential understanding of the underlying music concepts.</td>
</tr>
<tr>
<td>1 Point</td>
<td>EMERGING</td>
<td>A score of one indicates that the student has demonstrated a very limited understanding of the music concepts and/or procedures embodied in the task. The students’ response is incomplete and exhibits many flaws. Although the students’ response has addressed some of the conditions of the task, the student reached an inadequate conclusion and/or provided reasoning that was faulty or incomplete.</td>
</tr>
</tbody>
</table>
### Course Description:
Kindergarten students in music class explore their environment and music world through a variety of experiences. Singing, listening, and movement activities will form the foundation for musical development, along with thinking, self-expression, and communication skills will be developed through singing, movement, creative musical play, creating, listening, and understanding activities. A variety of carefully chosen music will allow students to gain knowledge of one's self and build understanding, acceptance, and enrichment throughout their lives. By fostering creativity throughout the curriculum, the seeds of innovation will begin to bloom even in these novice learners.

### General Note:
All instruction related to Music benchmarks should be framed by the Big Ideas and Enduring Understandings. Non-Music benchmarks listed in this course are also required and should be fully integrated in support of arts instruction.

### Special Note:
This class may include opportunities to participate in extra rehearsals and performances beyond the school day.

### CRITICAL THINKING and REFLECTION:
Critical and creative thinking, self-expression, and communication with others are central to the arts.

Cognition and reflection are required to appreciate, interpret, and create with artistic intent.

- **MU.K.C.1.1** Respond to music from various sound sources to show awareness of steady beat.
- **MU.K.C.1.2** Identify various sounds in a piece of music.
- **MU.K.C.1.3** Identify, visually and aurally, pitched and unpitched classroom instruments.
- **MU.K.C.1.4** Identify singing, speaking, and whispering voices.

Assessing our own and others’ artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.

- **MU.K.C.2.1** Identify similarities and/or differences in a performance.

The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.

- **MU.K.C.3.1** Share opinions about selected pieces of music.

### SKILLS, TECHNIQUES, and PROCESSES:
Through dance, music, theatre, and visual art, students learn that beginners, amateurs, and professionals benefit from working to improve and maintain skills over time.

The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.

- **MU.K.S.1.1** Improvise a response to a musical question sung or played by someone else.

Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.

- **MU.K.S.2.1** Sing or play songs from memory.
Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.

| MU.K.S.3.1 | Sing songs of limited range appropriate to the young child and use the head voice. |
| MU.K.S.3.2 | Perform simple songs and accompaniments. |
| MU.K.S.3.3 | Match pitches in a song or musical phrase in one or more keys. |
| MU.K.S.3.4 | Imitate simple rhythm patterns played by the teacher or a peer. |

**ORGANIZATIONAL STRUCTURE:** Works in dance, music, theatre, and visual art are organized by elements and principles that guide creators, interpreters, and responders.

Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.

| MU.K.O.1.1 | Respond to beat, rhythm, and melodic line through imitation. |
| MU.K.O.1.2 | Identify similarities and differences in melodic phrases and/or rhythm patterns. |

Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.

| MU.K.O.3.1 | Respond to music to demonstrate how it makes one feel. |

**HISTORICAL and GLOBAL CONNECTIONS:** Experiences in the arts foster understanding, acceptance, and enrichment among individuals, groups, and cultures from around the world and across time.

Through study in the arts, we learn about and honor others and the worlds in which they live(d).

| MU.K.H.1.1 | Respond to music from diverse cultures through singing and movement. |
| MU.K.H.2.1 | Respond to and/or perform folk music of American cultural sub-groups. |

Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.

| MU.K.H.3.1 | Perform simple songs, finger plays, and rhymes to experience connections among music, language, and numbers. |

**INNOVATION, TECHNOLOGY, and the FUTURE:** Curiosity, creativity, and the challenges of artistic problems drive innovation and adaptation of new and emerging technologies.

Creating, interpreting, and responding in the arts stimulate the imagination and encourage innovation and creative risk-taking.

| MU.K.F.1.1 | Respond to and explore music through creative play and found sounds in the music classroom. |

The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.

| MU.K.F.3.1 | Exhibit age-appropriate music and life skills that will add to the success in the music classroom. |