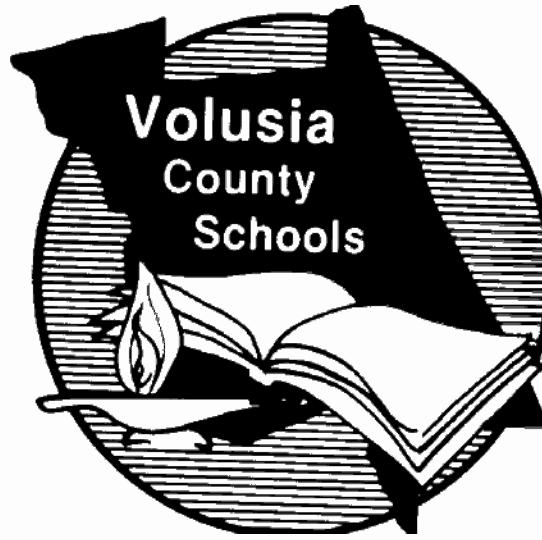


2017-2018
Elementary Music

CURRICULUM MAPS



Kindergarten
Course Number 5013060

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

Mrs. Melody Johnson, Chairman
Mrs. Linda Cuthbert, Vice Chairman
Mrs. Ida Wright
Dr. John Hill
Mr. Carl Persis

Superintendent of Schools

Mr. James T. Russell

Area Superintendents

Mr. Gary Marks
Mrs. Susan Freeman
Mrs. Rose Roland

Deputy Superintendent, Instructional Services

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 NGSSS: 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.

NEXT GENERATION SUNSHINE STATE STANDARDS USERS' GUIDE

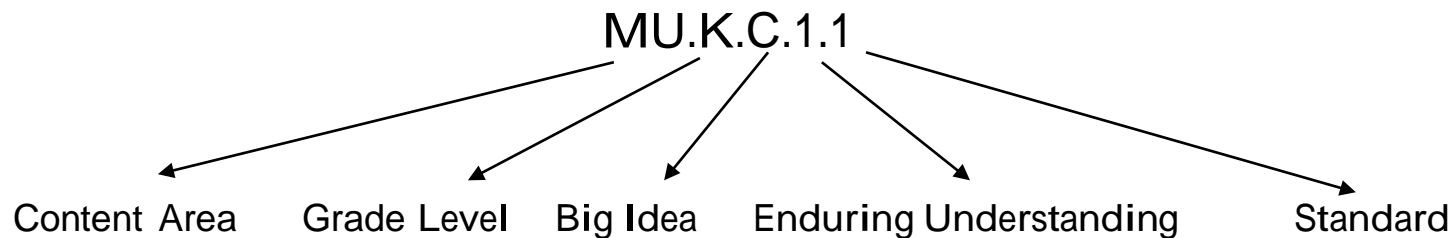
FOR ALL USERS:

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:



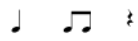

Big Ideas

- 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	PACING:	Nine Weeks (Map A)
LEARNING TARGETS:	<ul style="list-style-type: none"> 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 Duration Meter Pattern	Singing <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> 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 Moving <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> Listen for steady beat and / or rhythm Reading <ul style="list-style-type: none"> Read rhythms from iconic notation  Creating <ul style="list-style-type: none"> Create body percussion and / or other movement to show steady beat Analyzing <ul style="list-style-type: none"> Compare / contrast between steady beat / rhythm Compare same/different rhythm patterns Exhibit age-appropriate music and life skills to be successful in music 	*MU.K.C.1.1 *#MU.K.S.3.4 MU.K.O.1.1 *MU.K.O.1.2 #MU.K.H.3.1 *MU.K.F.3.1 *assess #performing benchmarks	Steady beat Rhythm Beat / silent beat Long / short sounds  Sound / silence Pattern Repeated patterns

ELEMENTARY MUSIC CURRICULUM MAP

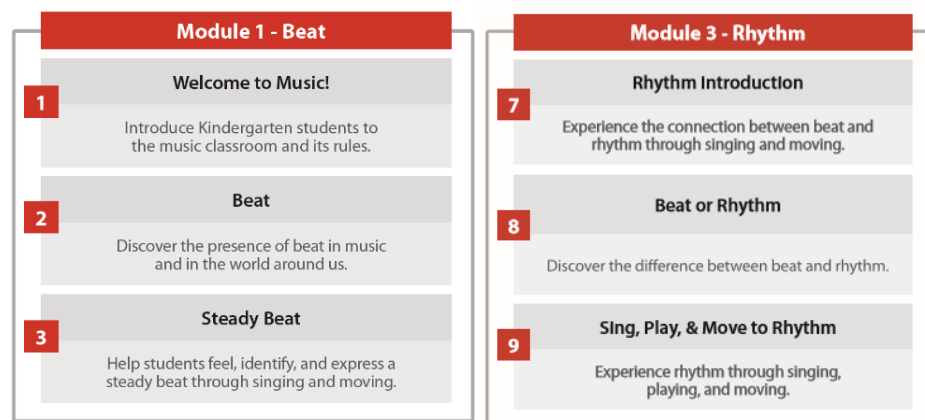
Kindergarten

MEASUREMENT
TOPIC:

Exploring Rhythm

Nine Weeks
(Map A)

Suggested Modules & Lessons



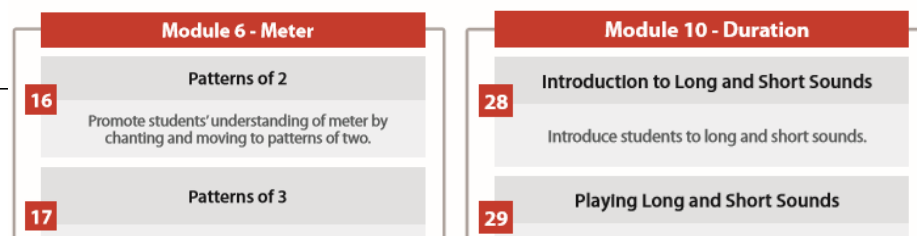
Assessment - Lesson 3(8)

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:



ELEMENTARY MUSIC CURRICULUM MAP

Kindergarten

Assessment - Lesson 18 (7) Meter

Assessment Lesson 30 (7) Duration

ELEMENTARY MUSIC CURRICULUM MAP

Kindergarten

MEASUREMENT TOPIC:	Exploring Tone Color	PACING: Nine Weeks	(Map B)
LEARNING TARGETS:	<ul style="list-style-type: none"> • Aurally recognize various vocal, instrumental, and environmental sounds and textures. • Demonstrate various vocal timbres. • Visually and aurally identify various musical instruments. • Have an awareness of music of various cultures. 		
CONCEPTS /CONTENT	ACTIVITIES	STANDARDS	KEY TERMINOLOGY
Timbre Vocal Instrumental Environmental Texture	Singing <ul style="list-style-type: none"> • Demonstrate vocal qualities sing, speak, shout or whisper • Create vocal sounds of different qualities to imitate the timbres of animals and/or environmental sounds Sing with appropriate vocal quality <ul style="list-style-type: none"> • Sing songs from diverse cultures within American • Sing songs from diverse cultures • Perform songs, fingerplays, and rhymes to connect with reading, math, science, or social studies • Playing <ul style="list-style-type: none"> • Play a variety of pitched and non-pitched percussion instruments Moving <ul style="list-style-type: none"> • Move to show different timbres of instrumental music • Move to music from different cultures Listening <ul style="list-style-type: none"> • Identify various environmental sounds • Identify various instrumental sounds Creating <ul style="list-style-type: none"> • Create an accompaniment using found sounds • Create different timbres as suggested by words in a poem • Respond to music or poem with movements, props, or instrument choices Analyzing <ul style="list-style-type: none"> • Compare and contrast various vocal, instrumental, and environmental sounds 	*MU.K.C.1.2 *MU.K.C.1.3 #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	Sing, speak, shout, whisper Individual and group sounds Body percussion Classroom percussion Individual and group sounds, Including flute, trumpet, snare drum, piano, guitar Large and small ensembles Nature sounds Found sounds Machine sounds One sound/more than one sound Thick/thin

ELEMENTARY MUSIC CURRICULUM MAP

Kindergarten

MEASUREMENT TOPIC:	Exploring Tone Color	Nine Weeks (Map B)
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Suggested Modules & Lessons

Module 2 - Voice

4 **Whisper, Talk, Shout, and Sing**
Develop students' ability to use their voices in different ways.

5 **Whisper, Talk, Shout, and Sing II**
Reinforce students' abilities to use their voices in different ways.

6 **My First Performance**
The purpose of this lesson is to promote students' vocal ability by singing and moving to a variety of songs.

Assessment - L 6 (7) Voice

Module 7 - Instruments

19 **Intro to Instrument Families**
Introduce the four instrument families of the orchestra.

20 **Woodwinds and Brass**
Discover the flute in the woodwind family, and the trumpet in the brass family.

21 **Percussion and Strings**
Discover the violin in the string family, and the drum in the percussion family.

Assessment - L 21 (8) Instruments

Module 11 - Listening

31 **Found Sounds**
Discover how to listen for and create musical sounds.

32 **Singing, Voice, and Timbres**
Distinguish the timbre of singing voices through active listening.

33 **Woodwinds and Percussion**
Recognize the sounds of the woodwind and percussion families.

Assessment - L 33 (9) Listening

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

MEASUREMENT
TOPIC:

Exploring Melody, Harmony, and Form

Nine Weeks
(Map C)

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.

Assessment - L 12 (7) Pitch

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. 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

MEASUREMENT TOPIC:	Exploring Expressive Qualities	PACING:	Nine Weeks (Map D)
LEARNING TARGETS:	<ul style="list-style-type: none"> 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). 		
CONCEPTS /CONTENT	ACTIVITIES	STANDARDS	KEY TERMINOLOGY
Dynamics Tempo Articulation Mood	Singing <ul style="list-style-type: none"> Sing songs with loud / soft and fast / slow Say a speech piece, using loud / soft and fast / slow Perform songs, fingerplays, and rhymes to connect with other subject areas Perform songs from memory with expression Playing <ul style="list-style-type: none"> Play instruments demonstrating fast / slow, loud / soft Moving <ul style="list-style-type: none"> Use movements to show the loud and soft parts of a song Use different loco-motor movements to show fast and slow tempos Move with the steady beat of music that changes tempos Listening <ul style="list-style-type: none"> Identify sounds as loud and soft Identify sounds as fast and slow Listen to a piece of music and share opinions Reading <ul style="list-style-type: none"> Read icons for loud and soft, slow and fast Creating <ul style="list-style-type: none"> Listen to music and respond with movements or props to show how the music makes one feel Improvise sound pieces to describe moods Create movements that fit the tempos of poems or songs Improvise sound pieces that capture the mood of a piece Analyzing <ul style="list-style-type: none"> Compare and contrast differences between loud/soft, fast/slow, smooth/detached sounds in different pieces of music 	*MU.K.C.2.1 MU.K.C.3.1 #*MU.K.S.2.1 *MU.K.O.3.1 #*MU.K.H.3.1 * MU.K.S.1.1 *assess # performing benchmarks	Loud/soft (Getting louder / getting softer) Fast/Slow (Getting faster/getting slower) Smooth Short sounds, Long sounds Variety of moods (happy, sad, etc.)

MEASUREMENT
TOPIC:

Exploring Expressive Qualities

Nine Weeks
(Map D)

Suggested Modules & Lessons

Module 8 - Dynamics

22 **Loud and Soft**
Introduce loud and soft through singing, playing, and moving to music.

23 **Singing Loud and Soft**
Reinforce loud and soft dynamic levels in music.

24 **Playing Loud and Soft**
Experience the fact that instruments can be played at loud or soft dynamic levels.

Assessment - L 24 (7) Dynamics

Module 9 - Tempo

25 **All About Tempo**
Introduce tempo through moving and singing.

26 **Fast or Slow?**
Identify fast and slow tempos through listening, singing, and moving.

27 **Tempo Changes Around Us**

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



Kindergarten Curriculum Map

First Nine Weeks

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 2 - Voice

4

Whisper, Talk, Shout, and Sing

Develop students' ability to use their voices in different ways.

5

Whisper, Talk, Shout, and Sing II

Reinforce students' abilities to use their voices in different ways.

6

My First Performance

The purpose of this lesson is to promote students' vocal ability by singing and moving to a variety of songs.

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.

Second Nine Weeks

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.

Module 6 - Meter

16

Patterns of 2

Promote students' understanding of meter by chanting and moving to patterns of two.

17

Patterns of 3

Promote students' understanding of meter by singing, chanting, and moving to patterns of three.

18

Patterns of 4

Promote students' understanding of meter by singing and moving to patterns of four.

Third Nine Weeks

Module 7 - Instruments

19

Intro to Instrument Families

Introduce the four instrument families of the orchestra.

20

Woodwinds and Brass

Discover the flute in the woodwind family, and the trumpet in the brass family.

21

Percussion and Strings

Discover the violin in the string family, and the drum in the percussion family.

Module 8 - Dynamics

22

Loud and Soft

Introduce loud and soft through singing, playing, and moving to music.

23

Singing Loud and Soft

Reinforce loud and soft dynamic levels in music.

24

Playing Loud and Soft

Experience the fact that instruments can be played at loud or soft dynamic levels.

Module 9 - Tempo

25

All About Tempo

Introduce tempo through moving and singing.

26

Fast or Slow?

Identify fast and slow tempos through listening, singing, and moving.

27

Tempo Changes Around Us

Discuss how tempo affects us in all areas of life.

Fourth Nine Weeks

Module 10 - Duration

28

Introduction to Long and Short Sounds

Introduce students to long and short sounds.

29

Playing Long and Short Sounds

Reinforce students' ability to comprehend and express long and short sounds through a variety of activities.

30

Moving to Long and Short Sounds

Reinforce long and short sounds through movement.

Module 11 - Listening

31

Found Sounds

Discover how to listen for and create musical sounds.

32

Singing, Voice, and Timbres

Distinguish the timbre of singing voices through active listening.

33

Woodwinds and Percussion

Recognize the sounds of the woodwind and percussion families.

Module 12 - Year End Review

34

Keyword and Activity Review

Review keywords and favorite songs learned during the school year by singing, playing, and moving.

35

Year-End Assessment and Favorite Songs Review

Assess students' knowledge of keywords and concepts learned during the school year.

36

Family Day

Showcase students' musical progress made during the course of the school year.

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://music8.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 Educat

<http://www.oake.org/>

PBS Kids Games

<http://pbskids.org/games/music/>

Teaching with Orff

<http://teachingwithorff.com/>

Watch-Know-Learn

<http://www.watchknowlearn.org/Category.aspx?CategoryID=7872>

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

LAFS.K.RL.4	Range of Reading and Level of Text Complexity
LACFS.K.RL.4.10	Actively engage in group reading activities with purpose and understanding.
LAFS.K.RL.1	Key Ideas and Details
LAFS.1.RL.1.2	Retell stories, including key details, and demonstrate understanding of their central message or lesson.
DA.K.S.3.3	Develop kinesthetic awareness by maintaining personal space and moving in pathways through space.
DA.K.O.3.1	Use movement to express a feeling, idea, or story.
SC.K.P.10.1	Observe that things that make sound vibrate.
TH.K.S.1.3	Describe personal preferences related to a performance.
LAFS.K.SL.1	Comprehension and Collaboration
LAFS.K.SL.1.1	Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
LAFS.K.SL.1.2	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.
LAFS.K.SL.1.3	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
MAFS.K12.MP	Mathematical Practices
MAFS.K12.MP.5	Use appropriate tools strategically.
MAFSK12.MP.6	Attend to precision.
MAFS.K12.MP.7	Look for and make use of structure.
HE.K.B.5.3	Recognize the consequences of not following rules/practices when making healthy and safe decisions.
PE.K.C.2.1	Recognize locomotor skills.
PE.K.C.2.2	Recognize physical activities have safety rules and procedures.
PE.K.R.6.2	Identify a benefit of willingly trying new movements and motor skills.
PE.K.R.6.3	Identify the benefits of continuing to participate when not successful on the first try.

ASSESSMENT RUBRIC

4 Points (ADVANCED)	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.
3 Points (PROFICIENT)	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.
2 Points (BASIC)	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.
1 Point (EMERGING)	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.

Course Number: 5013060	
Course Path: TBA	
Course Title: Music - Grade Kindergarten	
Course Section: Grades PreK to 12 Education Courses	
Abbreviated Title: Music - Grade Kindergarten	
Course Length: Year	
Course Status: DRAFT – State Board approval pending	
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.
The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.	
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 21 st -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.