

## 2021-2022-Kindergarten-Music-Semester 1

### Big Ideas:

Students will perform a steady beat in many different ways.

Students will explore the use of their voices.

Students will learn the appropriate behavior for watching a performance.

Students will begin to explore the differences and similarities of many sounds.

### Essential Questions:

PERFORM: How do musicians select, study, rehearse and perform music?

CREATE: How do musicians brainstorm, develop, and share creative ideas?

RESPOND: How do musicians evaluate and experience music?

CONNECT: How do musicians connect music to their own lives and the world around them?

Standards	Student Friendly "I Can" Statements
<p style="text-align: center;"><b>PERFORM</b></p> <p><b>K.GM.P1.A</b> With guidance, explore and experience music concepts such as pitch, rhythms, vocal timbres, movement, musical contrasts, textures, sequence, and ways to define music.</p> <p><b>K.GM.P1.B</b> With guidance, using voices, instruments, or movement, explore and demonstrate awareness of music contrasts* in a variety of music selected for performance. *high/low, fast/slow, loud/soft, same/different, upward/downward, smooth/detached, heavy/light.</p> <p><b>K.GM.P1.C</b> With guidance, using voices, instruments, or movement, demonstrate awareness of expressive qualities (such as voice quality, dynamics, or tempo).</p>	<p style="text-align: center;"><b>PERFORM</b></p> <p>I can experience the parts of music (such as pitch, rhythms, and timbres).</p> <p>I can experience music through movement.</p> <p>I can share what I think music is.</p> <p>I can experience and explore musical ideas.</p> <p>I can use my voice in different ways (whisper, talk, shout, and sing) at the right times.</p>

Standards	Student Friendly “I Can” Statements
<p><b>K.GM.P2.A</b> With guidance, apply feedback to refine performances.</p> <p><b>K.GM.P2.B</b> With guidance, use suggested strategies in rehearsal to improve the expressive qualities of music (such as voice quality, dynamics, or tempo).</p> <p><b>K.GM.P3.A</b> With guidance, sing, along and with others, with expression.</p> <p><b>K.GM.P3.B</b> With guidance, using body percussion and/or instruments, perform, alone and with others, with expression.* *Echo songs, pitch-exploration games, sol-mi and la-sol-mi patterns on neutral syllables, simple songs with limited pitches, pentatonic/diatonic melodies, questions/answers, in circle formation.</p> <p><b>K.GM.P3.D</b> Demonstrate appropriate audience behavior, and evaluate student behavior during a performance.</p> <p style="text-align: center;"><b>CREATE</b></p> <p><b>K.GM.Cr1.A</b> With guidance, explore and experience music concepts such as pitch, short rhythms, different vocal timbres, movement, musical contrasts, textures, sequence, and ways to define music.</p> <p><b>K.GM.Cr2.A</b> With guidance, using ideas from songs, poems, or stories for performance, demonstrate, choose, and justify favorite musical ideas.</p> <p><b>K.GM.Cr2.B</b> With guidance, using digital media or pictures to notate a short musical idea, organize personal musical ideas using iconic notation and/or recording technology.</p>	<p>I can listen to directions to make my performance better.</p> <p>I can listen to directions to make the tone of my singing better.</p> <p>I can match pitch when singing.</p> <p>I can use my body and instruments to read simple rhythms.</p> <p>I can use my body and play instruments in a way that matches the feelings of the music.</p> <p>I can use appropriate behavior for being part of an audience.</p> <p>I can tell if others are using appropriate behavior for being part of an audience.</p> <p style="text-align: center;"><b>CREATE</b></p> <p>I can explore music by using new words, brainstorming ideas, and by moving my body.</p> <p>I can choose my favorite music or sounds.</p> <p>I can show the shape of a melody using pictures or technology.</p> <p style="text-align: center;"><b>RESPOND</b></p>

Standards	Student Friendly "I Can" Statements
<p data-bbox="569 269 688 293" style="text-align: center;"><b>RESPOND</b></p> <p data-bbox="201 342 984 407"><b>K.GM.R1.A</b> With guidance, list personal interests and experiences explaining musical preference.</p> <p data-bbox="569 448 688 472" style="text-align: center;"><b>CONNECT</b></p> <p data-bbox="201 521 1045 651"><b>K.GM.Cn1.A</b> Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music (such as expressing personal preferences in music or how music is used in daily life).</p> <p data-bbox="201 699 1035 829"><b>K.GM.Cn2.A</b> Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and/or daily life (such as exploring the connection between poems and songs through rhyme).</p>	<p data-bbox="1077 269 1724 293">I can explain how my life affects my interests in music.</p> <p data-bbox="1444 375 1564 399" style="text-align: center;"><b>CONNECT</b></p> <p data-bbox="1077 448 1839 472">I can explain how the music I make is connected to my daily life.</p> <p data-bbox="1077 521 1902 578">I can explain how a person's background affects how they create and listen to music.</p> <p data-bbox="1077 626 1682 651">I can show how music is connected to my daily life.</p> <p data-bbox="1077 699 1822 724">I can show how music is connected to other subjects at school.</p>

## 2021-2022-Kindergarten-Music-Semester 2

### Big Ideas:

Students will explore the changes in music.

Students will learn the correct behavior for playing instruments and performing.

Students will continue to explore the differences and similarities of many sounds.

Students will begin to develop opinions about music and start to justify them with music vocabulary.

### Essential Questions:

PERFORM: How do musicians select, study, rehearse and perform music?

CREATE: How do musicians brainstorm, develop, and share creative ideas?

RESPOND: How do musicians evaluate and experience music?

CONNECT: How do musicians connect music to their own lives and the world around them?

Standards	Student Friendly "I Can" Statements
<p style="text-align: center;"><b>PERFORM</b></p> <p><b>K.GM.P1.A</b> With guidance, explore and experience music concepts such as pitch, rhythms, vocal timbres, movement, musical contrasts, textures, sequence, and ways to define music.</p> <p><b>K.GM.P1.B</b> With guidance, using voices, instruments, or movement, explore and demonstrate awareness of music contrasts* in a variety of music selected for performance. *high/low, fast/slow, loud/soft, same/different, upward/downward, smooth/detached, heavy/light.</p>	<p style="text-align: center;"><b>PERFORM</b></p> <p>I can experience the parts of music (such as patterns and texture).</p> <p>I can explore music through movement.</p> <p>I can explore new ways to label music.</p> <p>I can experience and explore musical ideas.</p> <p>I can describe differences in the sounds that instruments make.</p> <p>I can share ideas to make a performance better.</p>

Standards	Student Friendly "I Can" Statements
<p><b>K.GM.P1.C</b> With guidance, using voices, instruments, or movement, demonstrate awareness of expressive qualities (such as voice quality, dynamics, or tempo).</p> <p><b>K.GM.P2.A</b> With guidance, apply feedback to refine performances.  <b>K.GM.P2.B</b> With guidance, use suggested strategies in rehearsal to improve the expressive qualities of music (such as voice quality, dynamics, or tempo).</p> <p><b>K.GM.P3.A</b> With guidance, sing, alone and with others, with expression</p> <p><b>K.GM.P3.B</b> With guidance, using body percussion and/or instruments, perform, alone and with others, with expression*  *Echo songs, pitch-exploration games, sol-mi and la-sol-mi patterns on neutral syllables, simple songs with limited pitches, pentatonic/diatonic melodies, questions/answers, in circle formation.</p> <p><b>K.GM.P3.C</b> Perform appropriately for the audience; demonstrate appropriate posture, and evaluate performance etiquette.</p> <p style="text-align: center;"><b>CREATE</b></p> <p><b>K.GM.Cr1.A</b> With guidance, explore and experience music concepts such as pitch, short rhythms, different vocal timbres, movement, musical contrasts, textures, sequence, and ways to define music.  <b>K.GM.Cr1.B</b> With guidance, using voices, body percussion, instruments, and movement, improvise musical ideas (rhythmically and non-rhythmically) to accompany songs, poems, stories, or listening examples.</p>	<p>I can listen to my teacher's directions to perform at the right volume and speed.</p> <p>I can sing in a way that matches the feelings of the music.</p> <p>I can tell that an instrument is percussion based on how it is played (hit, shaken, or scraped).</p> <p>I can use percussion in a way that matches the feelings of the music.</p> <p>I can use appropriate behavior for a performance.</p> <p>I can tell if others are using appropriate behavior for a performance.</p> <p style="text-align: center;"><b>CREATE</b></p> <p>I can explore music by using new words, brainstorming ideas, and by moving my body.</p> <p>I can use my voice, instruments, and my body to make up my own music on the spot (improvise).</p> <p>I can create sounds that help tell stories or poems.</p> <p>I can choose my favorite music or sounds and tell why they are my favorite.</p>

Standards	Student Friendly “I Can” Statements
<p><b>K.GM.Cr2.A</b> With guidance, using ideas from songs, poems, or stories for performance, demonstrate, choose, and justify favorite musical ideas.</p> <p><b>K.GM.Cr2.B</b> With guidance, using digital media or pictures to notate a short musical idea, organize personal musical ideas using iconic notation and/or recording technology.</p> <p><b>K.GM.Cr3.A</b> With guidance, using teacher-given vocabulary, apply feedback to refine personal musical ideas.</p> <p><b>K.GM.Cr3.B</b> With guidance, using created vocal, instrumental, or movement pieces, demonstrate a final version of personal musical ideas.</p> <p style="text-align: center;"><b>RESPOND</b></p> <p><b>K.GM.R1.A</b> With guidance, list personal interests and experiences explaining musical preference.</p> <p><b>K.GM.R2.A</b> With guidance, demonstrate awareness of music concepts (such as same/different sections of music, musical sounds, or simple musical characteristics in a listening selection).</p> <p><b>K.GM.R3.A</b> With guidance, apply personal preferences in the evaluation of music, and discuss a musical performance.</p> <p style="text-align: center;"><b>CONNECT</b></p> <p><b>K.GM.Cn2.A</b> Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and/or daily life (such as exploring the connection between poems and songs through rhyme).</p>	<p>I can show ideas like fast and slow, high and low, and long and short using pictures or technology.</p> <p>I can understand new music-related words and use them to make my musical ideas better.</p> <p>I can show others my finished musical idea.</p> <p style="text-align: center;"><b>RESPOND</b></p> <p>I can explain how my life affects my interests in music.</p> <p>I can use my voice, instruments, and my body to show ideas like long and short, high and low, up and down, loud and soft, fast and slow, same and different, etc.</p> <p>I can share about music that I like or dislike using music-related words.</p> <p style="text-align: center;"><b>CONNECT</b></p> <p>I can show how music is connected to every part of my life.</p> <p>I can show how music is connected to other subjects at school.</p>

