

The following General Music performance objectives are integrated throughout the entire course:

MUSIC SKILLS

Strand 1: Create

- **Concept 1:** Singing, alone and with others, music from various genres and diverse cultures.
- **Concept 2:** Playing instruments, alone and with others, music from various genres and diverse cultures.
- **Concept 3:** Improvising rhythms, melodies, variations, and accompaniments.
- **Concept 5:** Reading and notating music.

Strand 2: Relate

- **Concept 1:** Understanding the relationships among music, the arts, and other disciplines outside the arts.
- **Concept 2:** Understanding music in relation to history and culture.
- **Concept 3:** Understanding music in relation to self and universal themes.

Strand 3: Evaluate

- **Concept 1:** Listening to, analyzing, and describing music.
- **Concept 2:** Evaluating music and music performances.

The following Reading, Mathematics and History performance objectives may be used throughout the course:

LANGUAGE ARTS CONNECTION

Reading

S1, S2, S3 Vocabulary (S1C4) Acquire and use new music vocabulary in its relevant contexts.

S1, S2, S3 Comprehension Strategies (S1C6) Employ strategies to comprehend music terminology.

MATH CONNECTION

Mathematics

S1, S2, S3	Number Sense (S1C1)	Understand and apply the relationships among numbers used in music and math.
S1, S2, S3	Patterns (S3C1)	Identify patterns and apply pattern recognition of musical forms.
S1, S2, S3	Measurement (S4C4) Units of Measure Geometric Objects	Understand and apply appropriate unit of measure and formulas to determine measurements in music (e.g., beats per measure in 2/4, 3/4, 4/4 and 6/8 meter).

HISTORY AND CULTURAL CONNECTIONS

**History and cultural connections to the music will be determined by the pieces selected for the class by the teacher.

For example:

- *Culture from which the selection was chosen.*
- *History of the selection or era in which it was written.*

Kindergarten General Music–Suggested Teaching Timeline										
	<i>First Semester</i>					<i>Second Semester</i>				
	August	September	October	November	December	January	February	March	April	May
Introduction to Music	→									
Steady Beat	→	→	→	→	→	→	→	→	→	→
Vocal Tone Production / Voices		→	→	→	→	→	→	→	→	→
High and Low				→	→	→	→	→	→	→
Long and Short						→	→	→	→	→
Timbre							→	→	→	→
Loud and Soft								→	→	→
Melodic Direction										→

Students will demonstrate proficiency by:			
Priority Performance Objective	Linking Performance Objective	Vocabulary	Notes/Resources
<p>S1C1-PO1 Exhibiting singing and speaking voices.</p>	<p>PO3 Singing music from memory.</p>	<ul style="list-style-type: none"> • Speaking voice • Singing voice 	<p>Units 3 – 8</p> <p>Units 1 – 8</p>
<p>S1C2-PO1 Maintaining a steady beat.</p>		<ul style="list-style-type: none"> • Steady beat 	<p>Units 2 – 8</p>
<p>S1C3-PO1 Improvising an answer to a teacher-performed statement (to a steady beat).</p>		<ul style="list-style-type: none"> • Improvise 	<p>Units 1 – 8</p>
<p>S1C5-PO2 Distinguishing melodic shape.</p>	<p>PO4 Recognizing non-standard musical notation.</p> <p>S3C1-PO 3 Identifying sounds as high or low.</p>	<ul style="list-style-type: none"> • Melody 	<p>Units 4 and 8</p> <p>Units 1 – 8</p> <p>Unit 4</p>

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Students will demonstrate proficiency by:			
Priority Performance Objective	Linking Performance Objective	Vocabulary	Notes/Resources
S2C1-PO 1 (Exploring the relationship between music and dance by) responding to sounds through movement.	PO 4 Exploring the relationship of music to language arts, visual arts, literature.		Units 1 – 8
			Units 1 – 8
S2C2-PO 1 Discovering various uses of music in daily experiences (e.g., songs of celebration, seasons).			Units 1 – 8
S3C1-PO 4 Identifying music as fast or slow (tempo), loud or soft (dynamics), high or low (pitch).	PO 2 Naming classroom instruments.	<ul style="list-style-type: none"> • Singing voice • Speaking voice • High • Low • Fast • Slow • Loud • Soft 	Units 4 – 8
			Units 6 – 8

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Students will demonstrate proficiency by:			
Priority Performance Objective	Linking Performance Objective	Vocabulary	Notes/Resources
<p>S3C2-PO 2 Listen attentively while others perform and showing appropriate audience behavior for the context and style of the music performed.</p>		<ul style="list-style-type: none"> Audience 	