

PRESCOTT UNIFIED SCHOOL DISTRICT
 District Instructional Guide
 2015/2016 School Year
Kindergarten Music

Theme	Content (Nouns)	Skills (Verbs)	Standards Focus	Assessments / Benchmarks
Beat & Rhythm	Steady Beat/No Beat stop/go Fast/Slow	Quarter 1-2: <u>Maintain</u> a steady beat with assistance. Quarter 2: <u>Improvise</u> musical answers to questions sung by teacher, e.g. “What’s your favorite color?” Quarter 3: <u>Recognize</u> icons and patterns of icons.	7b 2a, 2b 4c	observation of students in classroom. documentation of students’ ability to maintain a steady beat alone and with others during class activities.
Melody	High Sounds/Low Sounds Singing Voice Speaking Voice Whisper Voice Yelling (outside) Voice Loud/Soft my turn/your turn	Quarter 1: <u>Vocalize</u> melodic contours sing in the head voice echo simple melodies alone. Quarter 2: <u>Perform/Recognize</u> all voices. Quarter 3: <u>Perform/Recognize</u> loud and soft sounds. Quarter 4: <u>Perform/Recognize</u> high and low pitched sounds.	7b 1b 1a	observation documentation of students’ ability to match pitch and use singing voice alone and with others during class activities. Worksheets

Timbre & Instruments	<p>Instruments</p> <p>Woods</p> <p>Metals</p> <p>Shakers</p> <p>Skins</p> <p>Mallets</p> <p>Families of instruments</p>	<p>Quarter 1-4: <u>Play</u> classroom instruments appropriately and musically.</p> <p>Quarter 4: <u>Aurally identify</u> instruments.</p>	2a	<p>observation of students during class activities.</p> <p>worksheets</p>
Expressive Qualities & Performance	<p>Mood/Emotion</p> <p>Loud/Soft</p> <p>Fast/Slow</p> <p>Opinion</p> <p>Audience Behavior</p> <p>“Songtales” (Story books of folk songs)</p>	<p>Quarter 1-4: <u>Draw</u> picture of the music.</p> <p>Quarter 1-4: <u>Listen</u> to music being performed and state what they noticed.</p> <p>Quarter 1-2: <u>Move</u> expressively to the music with assistance.</p> <p>Quarter 2: <u>Describe</u> the mood of the music.</p> <p>Quarter 2: <u>Describe</u> why they like the music.</p> <p>Quarter 3-4 <u>Move</u> expressively to the music independently.</p> <p>Quarter 4: <u>Perform</u> music for audiences.</p>	<p>10b</p> <p>5a</p> <p>5b</p> <p>4a, 4b, 4d</p> <p>6a, 6b</p> <p>8a</p> <p>10a, b</p> <p>11a, b</p> <p>3a, 3b</p> <p>K.RL.2, K.RL. 7 K.W.8</p>	Documentation of student performance through concerts and video recordings.