

Music Kinder Chart

MS.K.CP Creating, Performing and Participating	
MS.K.KU Knowing and Using Arts Materials and Resources	
MS.K.RA Responding and Analyzing Works of Art	
MS.K.UC Understand the Cultural Dimensions and Contributions of the Arts	

Performance: To enact in a formal and informal presentation.	
Creating: To make, bring about, invent, and to stimulate the imagination into being.	
Listening: To make a conscious effort to hear.	
Movement: The bodily action, interpretation and response to music.	

Rhythm	
1. To identify long and short sounds and symbols.	
2. To recognize and use the term "beat."	
3. To recognize notation for one beat of sound and one silent beat.	
4. To show identification of two beats per measure.	
5. To recognize two equal sounds for one beat	
Pitch	
1. To identify, hear and use high and low sounds	
2. To identify the terms high/low.	
3. To associate high pitch with smaller instrument and low pitch with larger instrument.	
4. to identify pitches as higher or lower than one another.	
5. To hear, sing and to recognize echoes.	
6. To use movement and other ways to show high/low.	
7. To identify, hear, and practice recognizing upward and downward.	
8. To sing songs containing 3 pitches: mi, so, la	
Texture	
1. To hear and sing melody with an accompaniment.	
2. To play and accompaniment.	
3. To sing with an ostinato.	
4. To perform melody with rhythm and/or speech ostinato.	
5. To identify melody alone and with accompaniment.	
Dynamics	
1. To Identify loud/soft through singing, hearing and using various dynamic levels.	
2. To use terms loud/soft, and to hear, sing and echo	
3. To explore dynamic levels of some classroom instruments and choose the instruments appropriately.	
Tempo	
1. To identify fast, slow and changes in tempo.	
2. To recognize faster/slower.	
3. To experience and use appropriate tempos.	
4. To hear and use different tempos.	
5. To practice locomotor movements in different tempos.	
Form	
1. To recognize and hear difference between whole and part.	
2. To understand sections of song (verse, refrain)	
3. To introduce same/different (melody, rhythm, words of song).	
4. To introduce phrase length.	
5. To identify introductions, interludes, codas of song.	
6. To imitate teacher, find, and count phrases in short song.	
7. To find, label and follow visual representation of same/different.	
8. To create short melodic or rhythmic compositions, by combining patterns created by the children.	
9. To label short ABA forms.	
Tone Color	
1. To hear, identify and use four types of voices; whispering singing, speaking, calling.	
2. To identify the triangle, rhythm sticks, drum and tambourine by sight and sound	
3. To identify the difference between pitched and un-pitched instruments.	
4. To explore classroom instruments and environmental sounds and ability to make high/low and long/short sounds.	
5. To hear and see orchestral instruments.	
6. To identify flute, piccolo, violin, trumpet and timpani	
7. To vary tone color by using classroom instruments and body percussion and various vocal qualities.	
8. To identify the voices of men, women and children.	
Style	
1. To notice the ways the elements of music affect style.	
2. To sing folk songs, spirituals and composed songs.	
3. To show understanding of differing styles (march vs. lullaby)	
4. To hear 19 th and 20 th century orchestral styles.	
5. To listen to contemporary compositions.	
6. To hear and sing Native American songs.	
7. To move to show style and elements of music.	
8. To identify several musical elements that affect style.	
9. To hear oriental style music.	