



## Course Overview

| Unit Title                       | Unit Summary                                                                                                                                                                                                                                                                                                                                                                                                            |
|----------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <a href="#"><u>Create</u></a>    | In this unit, students will explore how to express musical ideas through movement, voice, and simple symbols. They will improvise motions, sounds, and patterns to represent musical elements like loud/soft, fast/slow, and high/low. Through playful experimentation, students will learn to communicate and share their own musical ideas using both their bodies and voices.                                        |
| <a href="#"><u>Read</u></a>      | In this unit, students will begin to connect what they see with what they hear and do in music. Using pictures, icons, and simple charts, they will learn to track beats, follow patterns, and recognize musical symbols that guide how music should sound. These visual tools will help students build early music-reading skills as they sing, move, and explore familiar songs.                                      |
| <a href="#"><u>Perform</u></a>   | In this unit, students will explore making music through singing, movement, and playing instruments both alone and with others. They will develop performance skills by participating in group activities like singing games, body percussion, and instrument exploration. Through these experiences, students will learn to listen, cooperate, and contribute to a musical ensemble.                                   |
| <a href="#"><u>Respond</u></a>   | In this unit, students will explore how to interpret and express what they hear in music through movement, visuals, and body response. They will learn to identify musical elements such as tempo, dynamics, and rhythm, then respond using drawings, gestures, and props. Through active listening and creative expression, students will begin to connect sound with meaning and deepen their musical understanding.  |
| <a href="#"><u>Listening</u></a> | In this unit, students will develop skills to be active and respectful audience members. They will explore how to recognize repetition, contrast, and expressive elements like dynamics and tempo by watching and listening to music performances. Through movement, discussion, and role-play, students will learn to respond thoughtfully to what they hear and understand how music communicates ideas and emotions. |
| <a href="#"><u>Rhythm</u></a>    | In this unit, students will explore steady beat and rhythmic patterns through movement, voice, and instruments. They will practice copying, matching, and identifying long and short sounds, learning to distinguish between beat and rhythm. Through playful, hands-on activities, students will build a foundation for rhythmic literacy by listening, echoing, and                                                   |

# Music Kindergarten

|               |                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
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|               | responding to patterns in music.                                                                                                                                                                                                                                                                                                                                                                                                                    |
| <u>Melody</u> | In this unit, students will explore the expressive qualities of their voices through speaking, singing, whispering, shouting, and listening. They will learn to recognize and use different vocal timbres and match pitch using visuals, stories, and playful activities. By experimenting with vocal sounds and responding to cues, students will begin to develop pitch awareness and control, setting the stage for tuneful, expressive singing. |

## Standards for Create

### Texas Essential Knowledge and Skills (TEKS)

#### Music

- (3) Historical and cultural relevance. The student examines music in relation to history and cultures. The student is expected to:
  - (A) sing songs and play musical games, including rhymes, folk music, and seasonal music; and
  - (B) identify simple interdisciplinary concepts related to music.
- (4) Critical evaluation and response. The student listens to, responds to, and evaluates music and musical performances. The student is expected to:
  - (A) identify and demonstrate appropriate audience behavior during live or recorded performances;
  - (B) identify steady beat in musical performances; and
  - (C) compare same/different in beat/rhythm, higher/lower, louder/softer, faster/slower, and simple patterns in musical performances

#### Theater

- (2) Creative expression: performance. The student interprets characters using the voice and body expressively and creates dramatizations. The student is expected to:
  - (A) demonstrate safe use of movement and voice;
  - (B) assume roles through imitation and recreation;
  - (C) identify the characteristics of dramatic play; and
  - (D) participate in dramatic play.
- (3) Creative expression: production. The student applies design, directing, and theatre production concepts and skills. The student is expected to:
  - (A) create playing space using common objects such as tables or chairs;
  - (B) create costumes using simple materials such as cardboard, newspaper, or fabric;
  - (C) rehearse dramatic play; and
  - (D) cooperate with others in dramatic play.

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## Standards for Read

### Texas Essential Knowledge and Skills (TEKS)

- (1) Foundations: music literacy. The student describes and analyzes musical sound. The student is expected to:
  - (A) identify the differences between the five voices, including singing, speaking, inner, whispering, and calling voices;
  - (B) identify the timbre of adult and child singing voices;
  - (C) identify the timbre of instrument families;
  - (D) identify same/different in beat/rhythm, higher/lower, louder/softer, faster/slower, and simple patterns in musical performances; and
  - (E) identify beat, rhythm, and simple two-tone or three-tone melodies using iconic representation.
- (2) Creative expression. The student performs a varied repertoire of developmentally appropriate music in informal or formal settings. The student is expected to:
  - (A) sing or play classroom instruments independently or in groups;
  - (B) sing songs or play classroom instruments from diverse cultures and styles independently or in groups;
  - (C) move alone or with others to a varied repertoire of music using gross and fine locomotor and non-locomotor movement;
  - (D) perform simple partwork, including beat versus rhythm; and
  - (E) perform music using louder/softer and faster/slower

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## Standards for Perform

### Texas Essential Knowledge and Skills (TEKS)

#### Music

- (3) Historical and cultural relevance. The student examines music in relation to history and cultures. The student is expected to:
  - (A) sing songs and play musical games, including rhymes, folk music, and seasonal music; and
  - (B) identify simple interdisciplinary concepts related to music.
- (4) Critical evaluation and response. The student listens to, responds to, and evaluates music and musical performances. The student is expected to:
  - (A) identify and demonstrate appropriate audience behavior during live or recorded performances;
  - (B) identify steady beat in musical performances; and
  - (C) compare same/different in beat/rhythm, higher/lower, louder/softer, faster/slower, and simple patterns in musical performances.

#### Theater

- (1) Foundations: inquiry and understanding. The student develops concepts about self, human relationships, and the environment using elements of drama and conventions of theatre. The student is expected to:
  - (A) develop self-awareness through dramatic play;
  - (B) explore space using expressive movement;
  - (C) imitate sounds; and
  - (D) imitate and recreate objects in dramatic play.
- (2) Creative expression: performance. The student interprets characters using the voice and body expressively and creates dramatizations. The student is expected to:
  - (A) demonstrate safe use of movement and voice;
  - (B) assume roles through imitation and recreation;
  - (C) identify the characteristics of dramatic play; and
  - (D) participate in dramatic play.
- (3) Creative expression: production. The student applies design, directing, and theatre production concepts and skills. The student is expected to:
  - (A) create playing space using common objects such as tables or chairs;
  - (B) create costumes using simple materials such as cardboard, newspaper, or fabric;
  - (C) rehearse dramatic play; and
  - (D) cooperate with others in dramatic play.
- (4) Historical and cultural relevance. The student relates theatre to history, society, and culture. The student is expected to:
  - (A) rehearse and perform real and imaginative situations of family cultures of students in the class; and
  - (B) rehearse and perform stories from American history.

- (5) Critical evaluation and response. The student responds to and evaluates theatre and theatrical performances. The student is expected to:
  - (A) discuss, practice, and display appropriate audience behavior; and
  - (B) respond to dramatic activities through discussion.

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## Standards for Respond

### Texas Essential Knowledge and Skills (TEKS)

#### Music

- (1) Foundations: music literacy. The student describes and analyzes musical sound. The student is expected to:
  - (A) identify the differences between the five voices, including singing, speaking, inner, whispering, and calling voices;
  - (B) identify the timbre of adult and child singing voices;
  - (C) identify the timbre of instrument families;
  - (D) identify same/different in beat/rhythm, higher/lower, louder/softer, faster/slower, and simple patterns in musical performances; and
  - (E) identify beat, rhythm, and simple two-tone or three-tone melodies using iconic representation
- (4) Critical evaluation and response. The student listens to, responds to, and evaluates music and musical performances. The student is expected to:
  - (A) identify and demonstrate appropriate audience behavior during live or recorded performances;
  - (B) identify steady beat in musical performances; and
  - (C) compare same/different in beat/rhythm, higher/lower, louder/softer, faster/slower, and simple patterns in musical performances.
- **Theater**
- (5) Critical evaluation and response. The student responds to and evaluates theatre and theatrical performances. The student is expected to:
  - (A) discuss, practice, and display appropriate audience behavior; and
  - (B) respond to dramatic activities through discussion

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## Standards for Listening

### Texas Essential Knowledge and Skills (TEKS)

#### Music

- (3) Historical and cultural relevance. The student examines music in relation to history and cultures. The student is expected to:
  - (A) sing songs and play musical games, including rhymes, folk music, and seasonal music; and
  - (B) identify simple interdisciplinary concepts related to music.
- (4) Critical evaluation and response. The student listens to, responds to, and evaluates music and musical performances. The student is expected to:
  - (A) identify and demonstrate appropriate audience behavior during live or recorded performances;
  - (B) identify steady beat in musical performances; and
  - (C) compare same/different in beat/rhythm, higher/lower, louder/softer, faster/slower, and simple patterns in musical performances
- **Theater**
- (4) Historical and cultural relevance. The student relates theatre to history, society, and culture. The student is expected to:
  - (A) rehearse and perform real and imaginative situations of family cultures of students in the class; and
  - (B) rehearse and perform stories from American history.
- (5) Critical evaluation and response. The student responds to and evaluates theatre and theatrical performances. The student is expected to:
  - (A) discuss, practice, and display appropriate audience behavior; and
  - (B) respond to dramatic activities through discussion

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## Standards for Rhythm

### Texas Essential Knowledge and Skills (TEKS)

- (1) Foundations: music literacy. The student describes and analyzes musical sound. The student is expected to:
  - (D) identify same/different in beat/rhythm, higher/lower, louder/softer, faster/slower, and simple patterns in musical performances; and
  - (E) identify beat, rhythm, and simple two-tone or three-tone melodies using iconic representation
- (4) Critical evaluation and response. The student listens to, responds to, and evaluates music and musical performances. The student is expected to:
  - (B) identify steady beat in musical performances; and
  - (C) compare same/different in beat/rhythm, higher/lower, louder/softer, faster/slower, and simple patterns in musical performances

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## Standards for Melody

### Texas Essential Knowledge and Skills (TEKS)

- (1) Foundations: music literacy. The student describes and analyzes musical sound. The student is expected to:
  - (A) identify the differences between the five voices, including singing, speaking, inner, whispering, and calling voices;
  - (B) identify the timbre of adult and child singing voices;
  - (C) identify the timbre of instrument families;
  - (D) identify same/different in beat/rhythm, higher/lower, louder/softer, faster/slower, and simple patterns in musical performances; and
  - (E) identify beat, rhythm, and simple two-tone or three-tone melodies using iconic representation
- (4) Critical evaluation and response. The student listens to, responds to, and evaluates music and musical performances. The student is expected to:
  - (C) compare same/different in beat/rhythm, higher/lower, louder/softer, faster/slower, and simple patterns in musical performances

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