



Diamond Lake School District 76

Embrace Empower Excel Each Child Each Day

Grade: Kindergarten	Subject: Music	Unit or Trimester: 1
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Fine Arts Standards:	Standards based targets: What do you want students to learn?	Assessment: How do you know they learned it?
<i>MU:Cr1.1.Ka With guidance, explore and experience music concepts (such as beat and melodic contour).</i>	Student will participate in music class activities.	
<i>MU:Cr1.1.Kb With guidance, generate musical ideas (such as movements or motives).</i>	Student will be able to clap and speak the syllables in their name.	Beat
<i>MU:Pr4.2.Ka With guidance, explore and demonstrate awareness of music contrasts (such as high/low, loud/soft, same/different) in a variety of music selected for performance</i>	Student will perform and identify music that is fast and slow.	Music Contrasts Rubric
<i>MU:Pr5.1.Ka With guidance, apply personal, teacher, and peer feedback to refine performances.</i>	Student will be able to improve the quality of music through rehearsal.	Performance
<i>MU:Re8.1.Ka With guidance, demonstrate awareness of expressive qualities (such as dynamics and tempo) that reflect creators'/performers' expressive intent.</i>	Students will move/dance to music in a manner that is appropriate to the selected music.	Movement
<i>Mu:Re9.1.K: With guidance, apply personal and expressive preferences in the evaluation of music.</i>	Students will be able to express their opinion, with musical reasoning, about a selection of music.	Opinions

Grade: Kindergarten	Subject: Music	Unit or Trimester: 2
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Fine Arts Standards:	Standards based targets: What do you want students to learn?	Assessment: How do you know they learned it?
<i>MU:Cr1.1.K With limited guidance, create musical ideas (for example, answering a musical question) for a specific purpose.</i>	Students will generate ideas to create new verses to a song.	Improvise
<i>MU:Pr6.1.K With guidance, perform music with expression</i>	Students will sing and explore movements with a variety of time, shape, space, and force.	Movement
<i>Mu:Re9.1.K: With guidance, apply personal and expressive preferences in the evaluation of music.</i>	Students will be able to express their opinion, with musical reasoning, about a selection of music.	Opinions
<i>MU:CR3.1.K.a: With guidance, apply personal, peer, or teacher feedback in refining personal musical ideas.</i> <i>MU:CR3.1.K.b: With limited guidance, demonstrate a final version of personal musical ideas to peers.</i>	Students will use technology and/or instruments to make a composition, refine the composition based on feedback, and share the final version with peers.	
<i>MU: Pr4.1.K.b: With guidance, explore and demonstrate awareness of musical contrasts (for example, high/low, loud/soft, same/different) in a variety of music selected for performance.</i>	Students will be able to identify and perform contrasting musical concepts like high/low, loud/soft, fast/slow.	Contrasts
<i>MU: Pr4.1.K.c: With guidance, demonstrate awareness of expressive qualities (for example, voice quality, dynamics, tempo) that support the performers' expressive intent.</i>	Students will raise and lower their hand to follow notes up and down the glockenspiel.	Contrasts

Grade: Kindergarten	Subject: Music	Unit or Trimester: 3
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Fine Arts Standards:	Standards based targets: What do you want students to learn?	Assessment: How do you know they learned it?
<i>MU:Cr1.1.K With limited guidance, create musical ideas (for example, answering a musical question) for a specific purpose.</i>	Students will improvise melodic patterns with familiar words (foods, colors, animals, etc.)	Improvise
<i>MU:Pr6.1.K.a With guidance, perform music with expression</i>	Students will explore movements with a variety of levels, direction, pathways, and weight.	Movement
<i>MU:Pr6.1.K.b Perform appropriately for the audience</i>	Students will learn concert etiquette and develop confidence in performance.	Students perform in the Kindergarten Concert Performance
<i>MU: Pr4.1.K.b: With guidance, explore and demonstrate awareness of musical contrasts (for example, high/low, loud/soft, same/different) in a variety of music selected for performance.</i>	Students will be able to identify and perform contrasting musical concepts like high/low, loud/soft, fast/slow.	Contrasts
<i>MU: Pr4.1.K.c: With guidance, demonstrate awareness of expressive qualities (for example, voice quality, dynamics, tempo) that support the performers' expressive intent.</i>		
<i>Mu:Re9.1.K: With guidance, apply personal and expressive preferences in the evaluation of music.</i>	Students will be able to express their opinion, with musical reasoning, about a selection of music.	Opinions