

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?
MU:Cr1.1.Ka With guidance, explore and experience music concepts (such as beat and melodic contour).	Student will participate in music class activities.	
MU:Cr1.1.Kb With guidance, generate musical ideas (such as movements or motives).	Student will be able to clap and speak the syllables in their name.	Beat
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	Student will perform and identify music that is fast and slow.	Music Contrasts Rubric
MU:Pr5.1.Ka With guidance, apply personal, teacher, and peer feedback to refine performances.	Student will be able to improve the quality of music through rehearsal.	Performance
MU:Re8.1.Ka With guidance, demonstrate awareness of expressive qualities (such as dynamics and tempo) that reflect creators'/performers' expressive intent.	Students will move/dance to music in a manner that is appropriate to the selected music.	Movement
Mu:Re9.1.K: With guidance, apply personal and expressive preferences in the evaluation of music.	Students will be able to express their opinion, with musical reasoning, about a selection of music.	<u>Opinions</u>

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

rade: 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?
MU:Cr1.1.K With limited guidance, create musical ideas (for example, answering a musical question) for a specific purpose.	Students will improvise melodic patterns with familiar words (foods, colors, animals, etc.)	Improvise
MU:Pr6.1.K.a With guidance, perform music with expression	Students will explore movements with a variety of levels, direction, pathways, and weight.	Movement
MU:Pr6.1.K.b Perform appropriately for the audience	Students will learn concert etiquette and develop confidence in performance.	Students perform in the Kindergarten Concert Performance
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.	Students will be able to identify and perform contrasting musical concepts like high/low, loud/soft, fast/slow.	<u>Contrasts</u>
MU: Pr4.1.K.c: With guidance, demonstrate awareness of expressive qualities (for example, voice quality, dynamics, tempo) that support the performers' expressive intent.		
Mu:Re9.1.K: With guidance, apply personal and expressive preferences in the evaluation of music.	Students will be able to express their opinion, with musical reasoning, about a selection of music.	<u>Opinions</u>