

Cameron R-1 Scope and Sequence Kindergarten Music

Quarter 1			Quarter 2		
Days/ Weeks	4 Weeks	5 Weeks	4 Weeks	4 Weeks	1 Week
Name of Unit	Beat	Voice	Rhythm	Pitch	Melody
Priority Standards	MU: CN11.0.Ka Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.	MU: Cn11.0.Ka Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life. MU: Re7.2.Ka With guidance, demonstrate how a specific music concept (such as beat or melodic direction) is used in music.	MU: Re7.2.Ka With guidance, demonstrate how a specific music concept (such as beat or melodic direction) is used in music.	MU: Cn11.0.Ka Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.	MU: Cn11.0.Ka MU: Cr1.1.Ka With guidance, explore and experience music concepts (such as beat and melodic contour). MU: Cr1.1.Kb With guidance, generate musical ideas (such as movements or motives). MU: Re7.2.Ka With guidance, demonstrate how a specific music concept (such as beat or melodic direction) is used in music.
Supporting Standards	MU: Cr1.1.Ka With guidance, explore and experience music concepts (such as beat and melodic contour). MU: Cr1.1.Kb	MU: Cr1.1.Ka With guidance, explore and experience music concepts (such as beat and melodic contour). MU: Cr1.1.Kb With guidance, generate musical ideas (such as movements or motives).	MU: Cn11.0.Ka Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life. MU: Pr4.2.Ka	MU: Pr4.2.Ka With guidance, explore and demonstrate awareness of music contrasts (such as high/low, loud/soft, same/different) in a variety	MU: Pr4.2.Ka With guidance, explore and demonstrate awareness of music contrasts (such as high/low, loud/soft, same/different) in a

	<p>With guidance, generate musical ideas (such as movements or motives).</p> <p>MU: Pr4.3.Ka With guidance, demonstrate awareness of expressive qualities (such as voice quality, dynamics, and tempo) that support the creators' expressive intent.</p> <p>MU: Re7.1.Ka With guidance, list personal interests and experiences and demonstrate why they prefer some music selections over others.</p> <p>MU: Re7.2.Ka With guidance, demonstrate how a specific music concept (such as beat or melodic direction) is used in music.</p> <p>MU: Re8.1.Ka With guidance, demonstrate awareness of expressive qualities (such as dynamics and tempo) that reflect creators'/performers' expressive intent.</p>	<p>MU: Re8.1.Ka With guidance, demonstrate awareness of expressive qualities (such as dynamics and tempo) that reflect creators'/performers' expressive intent.</p> <p>MU: Pr4.1.Ka With guidance, demonstrate and state personal interest in varied musical selections.</p> <p>MU: Pr4.3.Ka With guidance, demonstrate awareness of expressive qualities (such as voice quality, dynamics, and tempo) that support the creators' expressive intent.</p> <p>MU: Pr5.1.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.</p> <p>MU: Cn10.0.Ka Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.</p>	<p>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.</p> <p>MU: Cr1.1.Ka With guidance, explore and experience music concepts (such as beat and melodic contour).</p> <p>MU: Cr1.1.Kb With guidance, generate musical ideas (such as movements or motives).</p> <p>MU: Cr2.1.Kb With limited guidance, use iconic or standard notation and/or recording technology to document and organize personal musical ideas.</p> <p>MU: Cr3.1.Ka With guidance, apply personal, peer, and teacher feed back in refining personal musical ideas.</p>	<p>of music selected for performance.</p> <p>MU: Pr6.1.Kb Perform appropriately for the audience.</p> <p>MU: Re8.1.Ka With guidance, demonstrate awareness of expressive qualities (such as dynamics and tempo) that reflect creators'/performers' expressive intent.</p> <p>MU: Cr1.1.Kb With guidance, generate musical ideas (such as movements or motives).</p>	<p>variety of music selected for performance.</p> <p>MU: Pr4.3.Ka With guidance, demonstrate awareness of expressive qualities (such as voice quality, dynamics, and tempo) that support the creators' expressive intent.</p> <p>MU: Pr6.1.Ka With guidance, perform music with expression.</p> <p>MU: Pr6.1.Kb Perform appropriately for the audience.</p> <p>MU: Re8.1.Ka With guidance, demonstrate awareness of expressive qualities (such as dynamics and tempo) that reflect creators'/performers' expressive intent.</p> <p>MU: Re9.1.Ka With guidance, apply personal and expressive preferences in the evaluation of music.</p>
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Key: Priority Standard Supporting Standard

Quarter 3				Quarter 4	
Days/ Weeks	3 Weeks	4 Weeks	2 Weeks	4 Weeks	5 Weeks
Name of Unit	Melody	Meter	Instruments	Dynamics	Tempo
Priority Standards	<p>MU: Cn11.0.Ka Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.</p> <p>MU: Cr1.1.Ka With guidance, explore and experience music concepts (such as beat and melodic contour).</p> <p>MU: Cr1.1.Kb With guidance, generate musical ideas (such as movements or motives).</p> <p>MU: Re7.2.Ka With guidance, demonstrate how a specific music concept (such as beat or melodic direction) is used in music.</p>	<p>MU: Cn11.0.Ka Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.</p> <p>MU: Cr1.1.Ka With guidance, explore and experience music concepts (such as beat and melodic contour).</p> <p>MU: Re7.2.Ka With guidance, demonstrate how a specific music concept (such as beat or melodic direction) is used in music.</p>	<p>MU: Cn11.0.Ka Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.</p> <p>MU: Cr1.1.Ka With guidance, explore and experience music concepts (such as beat and melodic contour).</p> <p>MU: Cr1.1.Kb With guidance, generate musical ideas (such as movements or motives).</p>	<p>MU: Cn11.0.Ka Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.</p>	<p>MU: Re8.1.Ka With guidance, demonstrate awareness of expressive qualities (such as dynamics and tempo) that reflect creators'/performers' expressive intent.</p>

Supporting Standards	<p>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.</p> <p>MU: Pr4.3.Ka With guidance, demonstrate awareness of expressive qualities (such as voice quality, dynamics, and tempo) that support the creators' expressive intent.</p> <p>MU: Pr6.1.Ka With guidance, perform music with expression.</p> <p>MU: Pr6.1.Kb Perform appropriately for the audience.</p> <p>MU: Re8.1.Ka With guidance, demonstrate awareness of expressive qualities (such as dynamics and tempo) that reflect creators'/performers' expressive intent.</p> <p>MU: Re9.1.Ka With guidance, apply personal and</p>	<p>MU: Cr1.1.Kb With guidance, generate musical ideas (such as movements or motives).</p> <p>MU: Pr5.1.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.</p> <p>MU: Pr6.1.Ka With guidance, perform music with expression.</p>	<p>MU: Re7.1.Ka With guidance, list personal interests and experiences and demonstrate why they prefer some music selections over others.</p> <p>MU: Re7.2.Ka With guidance, demonstrate how a specific music concept (such as beat or melodic direction) is used in music.</p> <p>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.</p> <p>MU: Pr4.3.Ka With guidance, demonstrate awareness of expressive qualities (such as voice quality, dynamics, and tempo) that support the creators' expressive intent.</p> <p>MU: Pr6.1.Ka With guidance, perform music with expression.</p>	<p>MU: Cr1.1.Ka With guidance, explore and experience music concepts (such as beat and melodic contour).</p> <p>MU: Cr1.1.Kb With guidance, generate musical ideas (such as movements or motives).</p> <p>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.</p> <p>MU: Re7.1.Ka With guidance, list personal interests and experiences and demonstrate why they prefer some music selections over others.</p> <p>MU: Re7.2.Ka With guidance, demonstrate how a specific music concept (such as beat or melodic direction) is used in music.</p> <p>MU: Re8.1.Ka With guidance, demonstrate awareness of expressive qualities (such as dynamics and tempo) that reflect creators'/performers' expressive intent.</p>	<p>MU: Cn11.0.Ka Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.</p> <p>MU: Cr:1.1.Kb With guidance, generate musical ideas (such as movements or motives).</p> <p>MU: Cr:2.1.Ka With limited guidance, demonstrate and discuss personal reasons for selecting musical ideas that represent expressive intent.</p> <p>MU: Re7.2.Ka With guidance, demonstrate how a specific music concept (such as beat or melodic direction) is used in music.</p> <p>MU: Re9.1.Ka With guidance, apply personal and expressive preferences in the evaluation of music.</p> <p>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.</p> <p>MU: Pr4.3.Ka With guidance, demonstrate awareness of expressive qualities (such as voice quality, dynamics, and tempo) that support the creators' expressive intent.</p>
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	expressive preferences in the evaluation of music.				
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