

Subject Area: Music

Kindergarten

Content & Substance			Organization of Knowledge	Sunshine State Standards Addressed & Mastery Level Indicator	Clear & Compelling Standards
What students will know and be able to do			Recommended Lessons with Supporting Resources	Introduce - I Reinforce - R Master - M	Assessment
Essential Questions	Content	Skills			
2nd 9 Weeks					
How can I use my voice to sing?	<p>Vocal Technique</p> <p>Vocal Repertoire</p> <p>Vocal Expressiveness</p>	<p>Sings melodic patterns and songs within a 4-note range (F-D1.) (R)</p> <p>Echoes simple melodic patterns using sol, mi and la maintaining the tonal center. (I)</p> <p>Demonstrates healthy use of singing, speaking, whispering and calling voice with appropriate volume. (R)</p> <p>Sings simple unison songs with and without accompaniment with accurate pitch, accurate rhythm and appropriate tone quality. (R)</p> <p>Sings simple unison songs, with and without accompaniment, with accurate pitch, accurate rhythm and appropriate tone quality. (R)</p> <p>Echoes expressive qualities appropriate to the music, using tempo change. (I)</p>		<p>MU.A 1.1.1</p> <p>MU.A 1.1.1</p> <p>MU.A 1.1.1</p> <p>MU.A 1.1.2</p> <p>MU.A 1.1.3</p> <p>MU.A 1.1.3</p>	

Subject Area: Music

Kindergarten

Content & Substance			Organization of Knowledge	Sunshine State Standards Addressed & Mastery Level Indicator	Clear & Compelling Standards
What students will know and be able to do			Recommended Lessons with Supporting Resources	Introduce - I Reinforce - R Master - M	Assessment
Essential Questions	Content	Skills			
2nd 9 Weeks					
<p>What is a steady beat?</p> <p>How do I use instruments to make music?</p> <p>What is pitch?</p>	<p>Instrument Technique</p> <p>Instrument Application</p> <p>Pitch</p>	<p>Performs a steady beat on a personal and/or group sense of pulse. (R)</p> <p>Echoes simple 4-beat rhythmic patterns using quarter notes, quarter rests and two eighth notes on simple rhythm instruments. (I)</p> <p>Performs with appropriate posture and position to produce a characteristic tone quality on non-pitched instruments (i.e. rhythm sticks, triangle, wood block.) (I)</p> <p>Performs simple rhythmic patterns and sound effects on instruments to accompany poems, rhymes, chants and songs. (I)</p> <p>Demonstrates Register of high and low through physical response and visual representation. (R)</p> <p>Demonstrates melodic direction of upward, downward and same through physical response and visual representation. (I)</p>	<p>Teacher directed/ student models</p> <p>Teacher directed/ student models</p>	<p>MU.A. 2.1.1</p> <p>MU.A. 2.1.1</p> <p>MU.A. 2.1.1</p> <p>MU.A. 2.1.1</p> <p>MU.A. 3.1.2</p> <p>MU.A. 3.1.2</p>	

Subject Area: Music

Kindergarten

Content & Substance			Organization of Knowledge	Sunshine State Standards Addressed & Mastery Level Indicator	Clear & Compelling Standards
What students will know and be able to do			Recommended Lessons with Supporting Resources	Introduce - I Reinforce - R Master - M	Assessment
Essential Questions	Content	Skills			

2nd 9 Weeks

Is music the same everywhere?	Cultural and Historical Connections	Knows that music is different in other places. (I)		MU.C.1.1.1	
How do I move my body to music?	Critical Analysis: Movement	Recognizes music of contrasting cultures. (I)		MU.C. 1.1.1	
What am I hearing?	Critical Analysis: Aural Differentiation	Knows that music is a part of celebrations and daily life. (I)		MU.C.1.1.3	
	Critical Analysis: Movement	Responds to selected characteristics of music including fast and slow, high and low and upward and downward through purposeful movement. (R)		MU.D.1.1.1	
	Critical Analysis: Aural Differentiation	Differentiates between speaking and singing voices. (I)		MU.D.1.1.2	
	Critical Analysis: Vocabulary	Describes specific music characteristics using appropriate vocabulary (fast-slow, loud-soft, high-low, and upward-downward.) (I)		MU.D.1.1.3	
		Describes feelings communicated through music. (I)		MU.D.1.1.4	

Subject Area: Music

Kindergarten

Content & Substance			Organization of Knowledge	Sunshine State Standards Addressed & Mastery Level Indicator	Clear & Compelling Standards
What students will know and be able to do			Recommended Lessons with Supporting Resources	Introduce - I Reinforce - R Master - M	Assessment
Essential Questions	Content	Skills			
2nd 9 Weeks					
	Critical Analysis: Vocabulary	Uses simple criteria for evaluating performances (like or dislike, happy or sad.) (I)		MU.D. 2.1.1	
How do I use music every day?	Application to Life: Daily Life	Understands the use of music in daily life (birthday parties, holidays.) (I)		MU.E. 2.1.1	
When I am in an audience what should I do?	Application to Life: Audience Etiquette	Demonstrates appropriate audience behavior in such settings as classroom and school performances (i.e. listening quietly during a performance, clapping at end of performance.) (I)		MU.E. 2.1.2	