

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					
Essential Questions	Content	Skills	Recommended Lessons with Supporting Resources	Introduce - I Reinforce - R Master - M	Assessment
3rd 9 weeks					
How can I use my voice to sing?	Vocal Technique	Sings melodic patterns and songs within a 4-note range (F-D1.) using sol, mi and la. (R) Echoes simple melodic patterns using sol, mi and la maintaining the tonal center. (R) Demonstrates healthy use of singing, speaking, whispering and calling voice with appropriate volume. (R)		MU.A. 1.1.1	
	Vocal Repertoire	Sings simple unison songs with and without accompaniment with accurate pitch, accurate rhythm and appropriate tone quality. (R) Sings alone and with others, a diverse repertoire representing various cultures and styles (i.e. folk songs, poems, play-party games, patriotic songs, nursery rhymes) some from memory. (R)		MU.A. 1.1.1 MU.A. 1.1.2	
	Vocal Expressiveness	Demonstrates expressive qualities appropriate to the music, using dynamic contrast (I) and tempo change. (R)		MU.A. 1.1.3	
How do I use instruments to make music?	Instrument Technique	Performs a steady beat on a personal and/or group sense of pulse. (R)		MU.A. 2.1.1	

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What am I hearing?	Critical Analysis: Aural Differentiation	Identifies classroom instruments by sound source including wood and metal. (R)		MU.D. 1.1.2	
	Critical Analysis: Vocabulary	Describes specific music characteristics using appropriate vocabulary (fast-slow, high-low, and upward-downward.) (R)		MU.D. 1.1.3	
		Describes feelings communicated through music. (R)		MU.D. 1.1.4	
		Uses simple criteria for evaluating performances (like or dislike, happy or sad.) (R)		MU.D. 2.1.1	
How is music like my other subjects?	Application to Life: Cross Curricular Connections	Identifies ways in which Language Arts relates to music (i.e. rhyming words, song storybooks.) (I)		MU.E. 1.1.2	
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.) (R)		MU.E. 2.1.2	