

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 Essential Benchmarks tested on the FCAT are italicized.	Assessment
Essential Questions	Content	Skills			

4th 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 (M)		MU.A. 1.1.1	
		Echoes simple melodic patterns using sol, mi and la, maintaining the tonal center. (M)		MU.A. 1.1.1	
		Demonstrates healthy use of singing, speaking, whispering and calling voice with appropriate volume. (M)		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)		MU.A. 1.1.2	
		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. 1.1.2	
	Vocal Expression	Demonstrates expressive qualities appropriate to the music, using dynamic contrast and tempo change. (R)		MU.A. 1.1.3	

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How do I use instruments to make music? How does reading music make me a better musician? What is pitch? How do I write what I hear? How do I make my own music?	Instrumental Expressiveness Reading Notation Pitch Writing Notation Creation and Communication	Demonstrates expressive qualities (i.e. loud-soft, fast-slow) while playing classroom and ethnic instruments. (R) Recognizes and performs sounds having long and short duration in response to visual representation. (R) Recognizes and performs high and low sounds in response to visual representation. (M) Demonstrates melodic direction of upward, downward and same and register (high and low) through physical response (M) and visual representation. (R) Represents long and short sounds visually that have been performed by someone else. (I) Create sound effects for songs, poems and stories. (I)		MU.A 2.1.2 MU.A. 3.1.1 MU.A. 3.1.1 MU.A. 3.1.2 MU.A. 3.1.3 MU.B. 2.1.1	

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Essential Questions	Content	Skills			
4th 9 weeks					
Is music the same everywhere?	Cultural and Historical Connections	Understands that music can differ in various cultures. (I) Knows that music is a part of celebrations and daily life. (M)		MU.C. 1.1.2 MU.C. 1.1.3	
	Critical Analysis: Aesthetic	Responds to selected characteristics of music including fast and slow,(M) soft and loud,(R) high and low and upward and downward through purposeful movement. (M)		MU.D. 1.1.1	
What am I hearing?	Critical Analysis: Aural Differentiation	Differentiates between speaking and singing voices. (M)		MU.D. 1.1.2	
		Identifies classroom instruments by sound source, including wood and metal. (R)		MU.D. 1.1.2	
		Identifies a variety of environmental sound sources. (M)		MU.D. 1.1.2	
What words do I use to describe what I hear?	Critical Analysis: Vocabulary Application	Describes specific music characteristics using appropriate vocabulary (fast-slow, loud-soft, high-low and upward-downward.) (M)			

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				MU.D. 1.1.3	
		Describes feelings communicated through music. (M)		MU.D. 1.1.4	
What am I hearing?	Performance Evaluation	Uses simple criteria for evaluating performances (i.e. like or dislike, happy or sad.) (M)		MU.D.2.1.1	
	Performance Evaluation	Evaluates one's own and others' performances and describes what was successful. (R)		MU.D. 2.1.2	
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.) (R)		MU.E. 1.1.2	