

**APS DISTRICT CORE CURRICULUM AND SCOPE & SEQUENCE
MUSIC**

SINGING AND PERFORMING ALONE AND WITH OTHERS

STANDARD 1: SINGING AND PERFORMING ALONE AND WITH OTHERS

Learners will demonstrate singing, instrument playing, and movement skills alone and with others.

KINDERGARTEN

<i>Curriculum Competencies</i>	<i>Sample Classroom Assessment Tasks</i>	<i>Sample Strategies and Resources</i>
<p>1.1 Learners sing and move to a variety of music</p> <p>Learners will:</p> <p>1.1.1 sing and memorize simple songs of limited range with good pronunciation; (Essential)</p> <p>1.1.2 move to music using locomotor and non-locomotor movement; (Essential)</p> <p>1.1.3 use patterned or sequenced movement in simple singing games and action songs. (Essential)</p>	<p>1.1.1 Observe student(s) participation during music class</p> <p>1.1.2 Student will demonstrate developmentally appropriate locomotor movements (walk, hop, march, jog, skip, etc.) and non-locomotor movements (clap, stamp, pat, sway, wiggle, shake, etc.)</p> <p>1.1.3 Student will demonstrate appropriate movement(s) that accompany singing games and action songs</p>	<p>Look for appropriate songs in the Kindergarten book of “Share The Music - MacMillian”, “Music and You”, and other textbooks.</p> <p>Use songs from the folk song repertoire such as Go Tell Aunt Rhody, Twinkle Twinkle, This Old Man, It’s Raining, etc.</p> <p>Refer to movement glossary in TE of STM and movement skills in STM classified index.</p> <p>Confer with the PE teacher regarding age appropriate movement skills and activities.</p> <p>London Bridge, Ring Around the Rosy, Bluebird, Wee Willy Winkie, El Florón, Chicken Dance, etc.</p>
<p>1.2 Learners use good posture and vocal sound when singing.</p> <p>Learners will:</p> <p>1.2.1 know the difference between a speaking voice and a singing voice; (Essential)</p>	<p>1.2.1 Ask student to recite the words to a song or poem and then to sing the words to the same song or poem.</p>	<p>Use recordings of songs that have children singing so that students can hear good singing being modeled.</p> <p>Teacher can model examples of forced singing and relaxed singing; let students identify vocal quality being used.</p>

<p>1.2.2 sing with a relaxed voice quality, not forces or shouted; (Essential)</p> <p>1.2.3 sing with good posture. (Essential)</p>	<p>1.2.2 Observe and evaluate the class as a whole as well as individually for vocal tone quality</p> <p>1.2.3 Observe that the student has a straight back and the head is not bent down.</p>	<p>Use nursery rhymes for speaking and singing; Mother Goose, Humpty Dumpty, Jack Be Nimble, Muffin Man, Little Boy Blue, Hickory Dickory Dock, etc.</p> <p>“Wee Sing” Song Books, Tapes, CDs.</p>
<p>1.3 Learners use variation in voice inflection when reciting chants, poems, and rhymes.</p> <p>Learners will:</p> <p>1.3.1 speak in a high voice or a low voice; (Essential)</p> <p>1.3.2 speak in a loud voice or a soft voice; (Essential)</p> <p>1.3.3 demonstrate speech at a fast speed or at a slow speed. (Expected)</p>	<p>1.3.1 As part of a story dramatization, have the student speak in a high or low voice to bring life to a character.</p> <p>1.3.2 As part of a story dramatization, have the student speak in a loud or soft voice as appropriate to the story plot.</p>	<p>Use children’s literature that has a variety of characters that the student(s) can dramatize using their voices and different inflections.</p> <p>Refer to Dramatizations/Pantomimes in the classified index of the Kindergarten TE of STM.</p> <p>Create voices for various puppets.</p> <p>Using a nursery rhyme, let the children decide how to recite each line using high/low, fast/slow, loud/soft as the criteria.</p>
<p>1.4 Learners develop a steady beat.</p> <p>Learners will:</p> <p>1.4.1 use locomotor and non-locomotor movement to show a steady beat in songs, chants, and rhymes; (Essential)</p> <p>1.4.2 develop an awareness that beats can be fast or slow, and can get faster or slower. (Essential)</p>	<p>1.4.1 Have the student find, or set, the beat in a piece of music or chant and have them demonstrate that beat using their body.</p> <p>1.4.2 Have the student identify when a piece of music gets faster or slower.</p>	<p>Use marches that emphasize a strong beat, such as the music of John Phillip Sousa.</p> <p>Use speech pieces that have a strong beat.</p> <p>Use songs and games that speed up and slow down. (Ring Around the Rosy, Hokey Pokey, Bluebird, Bluebird, One Two Tie My Shoe, Chicken Dance)</p>

<p>1.5 Learners participate in appropriate performance opportunities.</p> <p>Learners will:</p> <p>1.5.1 participate and or perform in appropriate programs and performances. (Essential)</p> <p>1.5.2 develop confidence to perform as a soloist or in a small group (Expected)</p>	<p>1.5.1 Observe students in appropriate performance situations</p>	<p>Provide performance opportunities that involve students singing, playing instruments, and moving as a whole group and as soloists.</p> <p>Performance opportunities can be students performing for each other, another class, another grade level, or formal presentations for the PTA, etc.</p>
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**APS DISTRICT CORE CURRICULUM AND SCOPE & SEQUENCE
MUSIC**

CREATING WITH MUSIC

STANDARD 2: CREATING WITH MUSIC

Learners will create with music and through music

KINDERGARTEN

<i>Curriculum Competencies</i>	<i>Sample Classroom Assessment Tasks</i>	<i>Sample Strategies and Resources</i>
<p>2.1 Learners compose, arrange, or improvise through music activities.</p> <p>Learners will:</p> <p>2.1.1 create lyrics, sound effects, and movements for chants, poems, rhymes, and music. (Essential)</p>	<p>2.1.1 Observe student(s) creating original words/text, music, movement (locomotor and non-locomotor) to accompany activities and learning situations.</p>	<p>Model examples by creating songs and text for use in daily class routines.</p> <p>Refer to the movement glossary in the Kindergarten TE of STM and movement skills in the STM classified index.</p>





**APS DISTRICT CORE CURRICULUM AND SCOPE & SEQUENCE
MUSIC**

READING AND RESPONDING TO MUSIC

STANDARD 3: READING AND RESPONDING TO MUSIC

Learners will respond visually and aurally to music

KINDERGARTEN

<i>Curriculum Competencies</i>	<i>Sample Classroom Assessment Tasks</i>	<i>Sample Strategies and Resources</i>
<p>3.1 Learners respond to simple melodic and rhythmic patterns.</p> <p>Learners will:</p> <p>3.1.1 recognize musical sounds as high or low; (Essential)</p> <p>3.1.2 recognize or indicate melodic direction of simple familiar songs; (Essential)</p> <p>3.1.3 echo/imitate short, simple rhythmic patterns; (Essential)</p> <p>3.1.4 echo/imitate short, simple melodic patterns. (Essential)</p>	<p>3.1.1 Have student verbally indicate if a pitch or sound is high or low.</p> <p>3.1.2 Have student indicate melodic direction using their arm or by drawing a line on a piece of paper.</p> <p>3.1.3 Student will correctly echo rhythmic patterns involving ta () and ti-ti () and one beat rests (Z).</p> <p>3.1.4 Student will correctly echo back short three and four note patterns</p>	<p>Use songs that have clear melodic directions such as Oh My, No More Pie, Twinkle Twinkle, Rain Rain Go Away.</p> <p>Make up activities related to ascending and descending melodic direction.</p> <p>Use melodic direction activities as listed in the STM music classified index under Pitch</p> <p>Use or make-up pitch and rhythm matching games where students have to correctly echo back patterns in order to gain points, etc.</p> <p>Use pictorial representations of rhythm such as  or  </p> <p></p>
<p>3.2 Learners identify and respond to volume, tempo, and duration contrasts.</p> <p>Learners will:</p>		<p>Use a metronome to demonstrate fast and slow tempo concepts.</p> <p>Play lots of music for reflective listening</p>

3.2.1 describe tempo as fast or slow; (Essential)	3.2.1 Student will verbally describe the tempo of a piece of music as fast or slow or by moving in the correct tempo to a piece of music.	activities that focus on tempo and dynamics (volume.) Refer to Tempo, Duration/Rhythm, and Dynamics in the classified index of the Kindergarten TE of STM.
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<i>Curriculum Competencies</i>	<i>Sample Classroom Assessment Tasks</i>	<i>Sample Strategies and Resources</i>
3.2.2 describe music as loud or soft; (Essential)	3.2.2 Student will verbally describe the volume of a piece of music as loud or soft or by moving to show volume levels.	Translate word patterns or names into rhythm patterns, i.e.; carrots peas = □ □ strawberry shortcake = □ □ Kay Martin =
3.2.3 describe rhythm as short and long sounds. (Essential)	3.2.3 Given a particular rhythm pattern, the student will visually show the rhythm using long and short lines and/or aurally using long and short sounds on a neutral syllable.	Translate short and long sounds of rhythm patterns into movement (e.g. big step and small steps, tip toes and large strides, hand movements, etc.)
<p>3.3 Learners follow and read words in a song.</p> <p>Learners will:</p> <p>3.3.1 follow action in songs through pictures, hand gestures, and games; (Essential)</p> <p>3.3.2 incorporate musical activities or sounds with stories. (Expected)</p>	<p>3.3.1 Student accurately performs the actions associated with a song; student can describe the general theme or idea of a song text; student can talk about how the text of a song is depicted in a picture associated with a song.</p>	<p>Use actions songs listed in the classified index of the Kindergarten TE of STM.</p> <p>Have students draw pictures that depict the action in a song text.</p> <p>Have students find repeated word and letter patterns.</p> <p>Use “I Went Walking” by Sue Williams and “Brown Bear, What Do You See” - Bill Martin</p>
<p>3.4 Learners identify and respond to music form.</p> <p>Learners will:</p>		<p>Refer to Form in the classified index of the Kindergarten TE of STM.</p> <p>Discuss refrain and verse (same-different), call and response (same-same), as well as</p>

<p>3.4.1 recognize repeated musical phrases in songs; (Essential)</p>	<p>3.4.1 Student(s) will identify repeated phrases in simple songs like Twinkle Twinkle or Itsy Bitsy Spider, Old MacDonald, etc.</p>	<p>cumulative (verse added to previous verse as in “There’s a Hole in the Bucket”) song forms.</p>
<p>3.4.2 use visual and movement activities to show whether sections of a song are the same or different. (Essential)</p>	<p>3.4.2 Students will use a hand movement to indicate like phrases in a piece of music.</p>	<p>The music for the Chicken Dance and La Raspa have clearly delineated sections that students can easily identify.</p> <p>Use listening maps found in the Kindergarten TE of STM.</p>

**APS DISTRICT CORE CURRICULUM AND SCOPE & SEQUENCE
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LISTENING, ANALYZING, AND DESCRIBING MUSIC

STANDARD 4: LISTENING, ANALYZING, AND DESCRIBING MUSIC

Learners will listen to, analyze, and describe music.

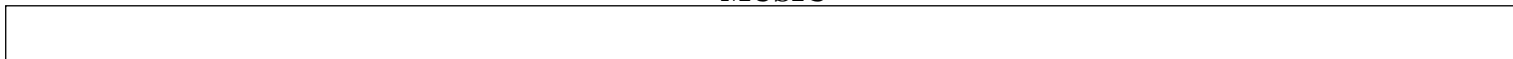
KINDERGARTEN

<i>Curriculum Competencies</i>	<i>Sample Classroom Assessment Tasks</i>	<i>Sample Strategies and Resources</i>
<p>4.1 Learners discuss characteristics in a variety of music.</p> <p>Learners will:</p> <p>4.1.1 listen to a variety of music; (Essential)</p> <p>4.1.2 discuss musical performances heard; (Essential)</p>	<p>4.1.1 Student will describe music using concepts studied such as soft/loud, high/low, fast/slow, melodic direction.</p> <p>4.1.2 Student will discuss and or highlight at least two aspects of a musical performance such as large or small ensemble group, number of soloists, types of instruments played, or descriptions of music performed (see</p>	<p>Play a wide variety of recorded music as part of the student’s music lessons, as background music for reflective and non-reflective listening.</p> <p>Use classical music that tell stories such as Saint Saëns - Carnival of the Animals, Rimsky Korsakov - Flight of the Bumble Bee, Prokofiev - Peter and the Wolf</p> <p>Play music from many time periods and as well as contemporary styles.</p> <p>Refer to listening lessons and recordings that are part of the Kindergarten level STM series.</p>

<p>4.1.3 discuss the mood of a musical selection (i.e.; happy, scary, sad, gloomy, exciting.) (Expected)</p>	<p>4.1.1 above) 4.1.3 Student will use words such as “happy”, “scary”, and “sad” when discussing musical selections heard</p>	
<p>4.2 Learners identify and discuss different types of instruments.</p> <p>Learners will:</p> <p>4.2.1 explore the use of body percussion as part of keeping a steady beat and music-making; (Essential)</p> <p>4.2.2 explore the tonal qualities of various metal instruments; (Essential)</p>	<p>4.2.1 Student will keep a steady beat with hands, fingers, and, when possible, feet.</p> <p>4.2.2. Student will correctly identify and play the triangle and cymbal.</p>	<p>Have rhythm band instruments available for students to explore and use in musical activities.</p> <p>Refer to lessons on tone and instruments in the classified index of the Kindergarten TE of the STM series.</p>

<p>4.3 Learners model appropriate audience behavior.</p> <p>Learners will:</p> <p>4.3.1 be aware of appropriate concert/performance behavior as a listener and as a participant. (Essential)</p>	<p>4.3.1 Observe student exhibiting proper behavior, listening attentively, and actively participating in a performance.</p>	<p>Provide opportunities for students to practice good audience behavior.</p> <p>Review the lesson on concert behavior in the STM Kindergarten book.</p>
<p>4.4 Learners identify form in music.</p> <p>The learner will:</p> <p>4.1.1 use visuals and movement activities to show whether sections of a song are the same or different.</p>	<p>4.4.1 The student will label, with letters or geometric forms, sections of a song that are similar</p>	<p>Refer to Form in the classified index of the Kindergarten TE of STM.</p> <p>Discuss verse-refrain, call and response, as well as cumulative song forms. (See 3.4.2)</p>

**APS DISTRICT CORE CURRICULUM AND SCOPE & SEQUENCE
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UNDERSTANDING THE RELATIONSHIP BETWEEN MUSIC AND OTHER CONTENT AREAS

STANDARD 5: UNDERSTANDING THE RELATIONSHIP BETWEEN MUSIC AND OTHER CONTENT AREAS

Learners will make connections to other content areas through musical activities

KINDERGARTEN

<i>Curriculum Competencies</i>	<i>Sample Classroom Assessment Tasks</i>	<i>Sample Strategies and Resources</i>
<p>5.1 Learners demonstrate proper care for musical equipment</p> <p>Learners will:</p> <p>5.1.1 use proper care with music equipment. (Essential)</p>	<p>5.1.1 Student will demonstrate appropriate care with musical equipment.</p>	
<p>5.2 Learners develop an awareness of other cultures.</p> <p>Learners will:</p> <p>5.2.1 listen to and sing songs from various cultures and in other languages with an emphasis on the music of New Mexico; (Essential)</p> <p>5.2.2 listen to songs in a variety of styles (patriotic, lullabies, folk songs, etc.) (Essential) or (Expected)</p>	<p>5.2.1 Observe student singing songs in other languages and developmentally appropriate songs from the cultures in New Mexico (Spanish, Native American, African American.)</p> <p>5.2.2 Student can tell about the subject matter, origin, and/or purpose of song being studied.</p>	<p>Introduce simple songs in other languages such as Frère Jacques, Mi Cuerpo, Kuma San, etc.</p> <p>Refer to the Folk Song, Non-English Languages, and Holiday-Seasonal-Patriotic sections of the classified index of Kindergarten TE of STM.</p> <p>Appropriate songs for this age and level would be Yankee Doodle, America (My Country T'is of Thee)</p>
<p>5.3 Learners develop an awareness that music is part of daily life.</p> <p>Learners will:</p> <p>5.3.1 identify where music is found in daily life. (Essential)</p>	<p>5.3.1 Student will identify at least three places that music is found and used in daily life.</p>	<p>Discuss different music making opportunities found in their lives and in the community. (School, church, home, store, entertainment, movies, TV, etc.)</p>

UNDERSTANDING THE RELATIONSHIP BETWEEN MUSIC AND OTHER CONTENT AREAS

Kindergarten Music

<i>Curriculum Competencies</i>	<i>Sample Classroom Assessment Tasks</i>	<i>Sample Strategies and Resources</i>
<p>5.4 Learners develop an awareness of the connections between music and other content areas.</p> <p>The learner will:</p> <p>5.4.1 incorporate musical concepts with children’s literature.</p>	<p>5.4.1 Observe student using poetry and stories as basis for a musical activity or as song text.</p>	<p>Refer to Curriculum Integration in the classified index of the Kindergarten TE of STM.</p> <p>Use stories such as The Tortoise and the Hare and The Gingerbread Man.</p>
<p>5.5 Learners develop an awareness of the vocational and avocational possibilities in music.</p> <p>Learners will;</p> <p>5.5.1 find examples of people making and using music in grade level literature; (Essential)</p> <p>5.5.2 find examples of people making music in the community. (Essential)</p>	<p>5.5.1 The student will find at least one example of music making in grade level literature</p> <p>5.5.2 The student can cite at least one example of people making music in the community.</p>	<p>Discuss different music making opportunities found in their lives and in the community. (School, church, entertainment, movies, TV, etc.)</p> <p>Refer to the Careers section of the classified index in the Kindergarten TE of STM.</p>