

KINDERGARTEN-LEARNING TARGETS

CREATE	I can...					
<i>Imagine</i>	<p>Rhythm: I can...</p> <ul style="list-style-type: none"> -explore steady beat. -explore beat through movement, body percussion, and playing instruments. -explore rhythm through the use of rhythmic building blocks. (words) -explore sound vs. silence. -explore beat vs. no beat. -explore ta and ta rest. -explore ti ti. 	<p>Pitch: I can...</p> <ul style="list-style-type: none"> -explore high and low pitches. -explore high and low through movement, vocal exploration, and playing xylophone. 	<p>Dynamics: I can...</p> <ul style="list-style-type: none"> -explore loud and soft. 	<p>Timbre: I can...</p> <ul style="list-style-type: none"> -explore the four voice timbres 	<p>Tempo: I can...</p> <ul style="list-style-type: none"> -explore fast and slow 	<p>Form: I can...</p> <ul style="list-style-type: none"> -explore A-B form
<i>Plan and Make</i>	<p>I can...</p> <ul style="list-style-type: none"> -organize and demonstrate my ideas using body percussion, voice, instruments, movement, visuals and/or a recording. -create and demonstrate my own steady movements. 					
<i>Evaluate and Refine</i>	<p>I can...</p> <ul style="list-style-type: none"> -share my musical idea with a friend for comments. -check my musical idea with a rubric. -respond to teacher comments to improve my musical idea. 					
<i>Present</i>	<p>I can...</p> <ul style="list-style-type: none"> -improvise a steady beat motion with my body. -improvise ta and ta rest. -create high and low sounds with my voice. -create rhythm patterns using iconic notation. -improvise rhythm patterns on instruments and/or body percussion. 					

Academic Services Division
Curriculum and Instruction
Music-Lewis

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PERFORM	I can...					
<i>Select</i>	<ul style="list-style-type: none"> choose music to perform based on my interests. choose music to perform that fits a topic or mood. choose music to perform from around the world. choose the tempo of a song. choose the dynamics of a song. 					
<i>Analyze</i>	<p>Rhythm: I can...</p> <ul style="list-style-type: none"> -identify steady beat. -identify the difference between beat and rhythm. -identify ta and ta rest. -identify ti ti. -recognize the difference between sound and silence. 	<p>Pitch: I can...</p> <ul style="list-style-type: none"> -identify high and low pitches. -describe the difference between high and low sounds. -imitate, explore, identify, and perform songs on sol-mi. -describe why certain instruments are high and low. -match my voice with others. 	<p>Dynamics: I can...</p> <ul style="list-style-type: none"> -perform loud and soft dynamic levels. -identify through listening and movement piano and forte. -describe why a piece of music is loud or soft. 	<p>Timbre: I can...</p> <ul style="list-style-type: none"> -imitate, explore, and identify the 4 voice types: speaking, shouting, whispering, singing -identify instruments of the percussion, brass, woodwind, and string families -explain how the sound is made on an instrument -explain the difference between the percussion, brass, woodwind, and string instrument families. 	<p>Tempo: I can...</p> <ul style="list-style-type: none"> -describe why a piece of music is fast or slow 	<p>Form: I can...</p> <ul style="list-style-type: none"> -demonstrate through performing, call and response
<i>Interpret</i>	<p>I can...</p> <ul style="list-style-type: none"> -describe music of various cultures using music terms. -recognize music of various cultures 					
<i>Present</i>	<p>Rhythm:</p> <ul style="list-style-type: none"> -demonstrate steady beat -notate ta, ta rest, and ti ti. 	<p>Pitch:</p> <ul style="list-style-type: none"> -sing in an ensemble. -sing by myself (solo). -play an instrument in an ensemble. -play an instrument by myself (solo). 	<p>Dynamics: I can...</p> <ul style="list-style-type: none"> -perform loud and soft dynamic levels. 	<p>Perform: I can...</p> <ul style="list-style-type: none"> -perform a variety of styles. -perform music of a variety of cultures. -perform with correct stage etiquette. -perform for a variety of purposes. 	<p>Tempo: I can...</p> <ul style="list-style-type: none"> -perform on instruments, singing or with movement at a fast/slow tempo. 	<p>Form:</p>

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RESPOND	I can...
<i>Select</i>	<ul style="list-style-type: none"> describe why I like a style of music. describe, using musical terms, why I like a song. respond to high and low pitches.
<i>Analyze</i>	<ul style="list-style-type: none"> compare beat and rhythm. compare how music uses high and low patterns.
<i>Interpret</i>	<ul style="list-style-type: none"> describe the purpose of a song. identify expressive qualities (dynamics, tempo) used in a song. respond to loud and soft music.
<i>Evaluate</i>	<ul style="list-style-type: none"> evaluate a song based on the listener's experiences. judge a song based on teacher created criteria.
CONNECT	I can...
	<ul style="list-style-type: none"> explain how music and dance are alike. explain how literature and music are connected. identify similarities in math and music.

DRAFT