



Semester Content Guide 2015-2016

Music – Grade Kindergarten: Course #5013060

Course Length: Year

CPALMS: [Course Description](#)

Semester One

Big Ideas	Essential Standards	Music Course Standards
C: Critical Thinking and Reflections		
S: Skills and Techniques	MU.K.C.1.1 MU.K.C.1.2 MU.K.C.1.3 MU.K.C.1.4	MU.K.C.1.1 MU.K.F.1.1 MU.K.O.1.1
O: Organizational Structure	MU.K.H.1.1 MU.K.H.3.1 MU.K.O.1.1	MU.K.C.1.2 MU.K.F.3.1 MU.K.S.2.1 MU.K.C.1.3 MU.K.H.1.1 MU.K.S.3.1 MU.K.C.1.4 MU.K.H.3.1 MU.K.S.3.2
H: Historical and Global Connections	MU.K.S.2.1 MU.K.S.3.1 MU.K.S.3.2	
F: Innovation, Technology and the Future		

Standards taught continuously throughout the year	MU.K.C.1.1 MU.K.H.1.1 MU.K.S.2.1 MU.K.C.1.2 MU.K.H.3.1 MU.K.S.3.1 MU.K.C.1.3 MU.K.O.1.1 MU.K.S.3.2
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Semester Two

Big Ideas	Essential Standards	Music Course Standards
C: Critical Thinking and Reflections		
S: Skills and Techniques	MU.K.C.2.1 MU.K.H.1.1 MU.K.H.2.1 MU.K.O.1.2 MU.K.S.3.3 MU.K.S.3.4	MU.K.C.1.1 MU.K.H.1.1 MU.K.S.1.1 MU.K.C.1.2 MU.K.H.2.1 MU.K.S.2.1 MU.K.C.1.3 MU.K.H.3.1 MU.K.S.3.1 MU.K.C.1.4 MU.K.O.1.1 MU.K.S.3.2 MU.K.C.2.1 MU.K.O.1.2 MU.K.S.3.3 MU.K.F.3.1 MU.K.O.3.1 MU.K.S.3.4
O: Organizational Structure		
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Florida Standards	<p>LAFS.K.RL.1.2 With prompting and support, retell familiar stories, including key details.</p> <p>LAFS.K.RL.4.10 Actively engage in group reading activities with purpose and understanding.</p> <p>LAFS.K.SL.1.2 Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.</p> <p>LAFS.K.SL.1.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</p>
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Semester: 1

Semester Content Guide 2015-2016
Music – Grade Kindergarten: Course #5013070
Course Length: Year

Big Ideas:

- C: Critical Thinking and Reflections
- S: Skills and Techniques
- O: Organizational Structure
- H: Historical and Global Connections
- F: Innovation, Technology and the Future

Standards & Benchmarks

Essential Standards

MU.K.C.1.1 Respond to music from various sound sources to show awareness of steady beat.

Remarks/Examples: e.g., steady beat, pulse

MU.K.C.1.2 Identify various sounds in a piece of music.

Remarks/Examples: e.g., vocal/instrumental timbres, environmental sounds

MU.K.C.1.3 Identify, visually and aurally, pitched and unpitched classroom instruments.

Remarks/Examples: e.g., rhythm sticks, woodblock, xylophone, metallophone, autoharp

MU.K.C.1.4 Identify singing, speaking, and whispering voices.

MU.K.F.1.1 Respond to and explore music through creative play and found sounds in the music classroom.

Remarks/Examples: e.g., creative play, drama/acting, kinesthetic response, vocalizations, sound carpets

MU.K.F.3.1 Exhibit age-appropriate music and life skills that will add to the success in the music classroom.

Remarks/Examples: e.g., take turns, share, be a good listener, be respectful, display good manners

MU.K.H.1.1 Respond to music from diverse cultures through singing and movement.

Remarks/Examples: e.g., nursery rhymes, singing games, folk dances

MU.K.H.3.1 Perform simple songs, finger plays, and rhymes to experience connections among music, language, and numbers.

Remarks/Examples: e.g., decoding simple words, phonemes, rhyming words, vocabulary, making predictions, cardinal numbers, sequencing

MU.K.O.1.1 Respond to beat, rhythm, and melodic line through imitation.

Remarks/Examples: e.g., locomotor and non-locomotor movement, body levels

MU.K.S.2.1 Sing or play songs from memory.

Remarks/Examples: e.g., rhymes, chants, poems

MU.K.S.3.1 Sing songs of limited range appropriate to the young child and use the head voice.

MU.K.S.3.2 Perform simple songs and accompaniments.

Remarks/Examples: e.g., singing, using body percussion or classroom instruments

Essential Outcome Question

- How can you demonstrate awareness of a steady beat?
- What are different types of voices?
- How can you show feelings through music?
- What are melodic patterns?
- How can you show your appreciation for the opinion of others?
- How does music from other cultures differ from our culture?
- How do create sound effects?

Aligned Learning Goals (Content Statements)	Resources	CPALMS	Strategies for Differentiation
<ul style="list-style-type: none">• Demonstrate awareness of steady beat through body percussion• Identify different types of vocalization.• Identify singing, speaking and whispering voices.• Describe feelings communicated through music.• Describe personal impressions of music using appropriate vocabulary.• Identify melodic patterns using sol and mi.• Describe polite communication with others.• Identify a folk song• Use a manipulative to respond to music.•			

Vocabulary: steady beat, timbre, snap, clap, pat, body levels, lyrical, singing, speaking, whispering, posture, movement, rhythm, breath support, mood, feelings, like/dislike, happy/sad, head voice, solfeggio, sol, mi, hand signs, manners, cultural traditions, folk songs, manipulative, sound carpets,

[Music DOK](#)
[Wheel](#)

Teacher Created Assessments - Guidelines

DOK Level 1	Recall or Reproduction
DOK Level 2	Skills and Basic Reasoning
DOK Level 3	Strategic Thinking and Complex Reasoning
DOK Level 4	Extended Thinking and Reasoning



Semester Content Guide 2015-2016

Semester: 2

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Course Length: Year

Big Ideas:

- C: Critical Thinking and Reflections
- S: Skills and Techniques
- O: Organizational Structure
- H: Historical and Global Connections
- F: Innovation, Technology and the Future

Standards & Benchmarks

Essential Standards

MU.K.C.1.1 Respond to music from various sound sources to show awareness of steady beat.

Remarks/Examples: e.g., steady beat, pulse

MU.K.C.1.2 Identify various sounds in a piece of music.

Remarks/Examples: e.g., vocal/instrumental timbres, environmental sounds

MU.K.C.1.3 Identify, visually and aurally, pitched and unpitched classroom instruments.

MU.K.C.1.4 Identify singing, speaking, and whispering voices.

MU.K.C.2.1 Identify similarities and/or differences in a performance.

MU.K.F.3.1 Exhibit age-appropriate music and life skills that will add to the success in the music classroom.

Remarks/Examples: e.g., take turns, share, be a good listener, be respectful, display good manners

MU.K.H.1.1 Respond to music from diverse cultures through singing and movement.

Remarks/Examples: e.g., nursery rhymes, singing games, folk dances

MU.K.H.2.1 Respond to and/or perform folk music of American cultural sub-groups.

Remarks/Examples: e.g., African American, Anglo-American, Latin American, Native American

MU.K.H.3.1 Perform simple songs, finger plays, and rhymes to experience connections among music, language, and numbers.

Remarks/Examples: e.g., decoding simple words, phonemes, rhyming words, vocabulary, making predictions, cardinal numbers, sequencing

MU.K.O.1.1 Respond to beat, rhythm, and melodic line through imitation.

Remarks/Examples: e.g., locomotor and non-locomotor movement, body levels

MU.K.O.1.2 Identify similarities and differences in melodic phrases and/or rhythm patterns.

Remarks/Examples: e.g., visually, aurally

MU.K.O.3.1 Respond to music to demonstrate how it makes one feel.

Remarks/Examples: e.g., movement, drawings, responder paddles/clickers

MU.K.S.2.1 Sing or play songs from memory.

Remarks/Examples: e.g., rhymes, chants, poems

MU.K.S.3.1 Sing songs of limited range appropriate to the young child and use the head voice.

MU.K.S.3.2 Perform simple songs and accompaniments.

Remarks/Examples: e.g., singing, using body percussion or classroom instruments

MU.K.S.3.3 Match pitches in a song or musical phrase in one or more keys.

Remarks/Examples: e.g., la, sol, mi

MU.K.S.3.4 Imitate simple rhythm patterns played by the teacher or a peer.

Remarks/Examples: e.g., quarter note, quarter rest, beamed eighth notes

DA.K.O.3.1 Use movement to express a feeling, idea, or story.

DA.K.S.3.3 Develop kinesthetic awareness by maintaining personal space and moving in pathways through space.

TH.K.S.1.3 Describe personal preferences related to a performance.

Essential Outcome Question

- What are the proper techniques for performing music?
- How does music affect our emotions?
- How do you maintain your personal space?
- What is folk music?
- How does music from other cultures differ from our culture?

Aligned Learning Goals (Content Statements)

- Describe how music affects our emotions.
- Describe personal space.

Resources

CPALMS

Strategies for Differentiation

- Identify an American folk song.
- Identify a folk song from another culture.

Vocabulary: breath support, posture, rhyming words, sequence, repetition, fast/slow, loud/soft,

[Music DOK](#)
[Wheel](#)

Teacher Created Assessments - Guidelines	
DOK Level 1	Recall or Reproduction
DOK Level 2	Skills and Basic Reasoning
DOK Level 3	Strategic Thinking and Complex Reasoning
DOK Level 4	Extended Thinking and Reasoning