

Diocese of Jefferson City Curriculum Guide

Content Area: General Music
 Grade Range: Kindergarten
 Section/Heading: KA.1

Strand: Music Performance

Diocesan Standard Terra Nova Objective	Benchmark Statement
Listening to Music	Respond to music aesthetically, intellectually, and emotionally.

**** When applicable, the coordinating national standard is noted in parenthesis after the performance indicator.

Performance Indicators		
<ol style="list-style-type: none"> 1. Identify simple music forms through movement or use of the descriptors "same" and "different" (6a) 2. Demonstrate perceptual skills by moving, and by answering questions about aural examples of music of various styles representing diverse cultures. (6b) 3. Use proper terminology in explaining sounds, instruments, and voices including, but not limited to, high/low, fast/slow, loud/soft, upward movement/downward movement, solo/group, and long/short. (6c) 4. Identify sounds of common instruments as well as children's voices and male and female adult voices. (6d) 5. Demonstrate understanding of dynamics, tempo, steady beat and basic meters with appropriate movement including, but not limited to, tip-toeing, stomping, walking, marching, running, and skipping. (6e) 		
Suggested Activities	Assessment	Resources

Diocese of Jefferson City Curriculum Guide

Content Area: General Music
 Grade Range: Kindergarten
 Section/Heading: KB.1

Strand: Music Construction

Diocesan Standard Terra Nova Objective	Benchmark Statement
Music Construction	Perform, improvise and create vocal music alone and with others.

**** When applicable, the coordinating national standard is noted in parenthesis after the performance indicator.

Performance Indicators		
1. Sing independently simple echo patterns, on pitch and in rhythm maintaining a steady tempo including, but not limited to, a minor third (so/mi, 3/5). (1a) 2. Sing with proper diction, posture and breath control. (1a) 3. Demonstrate the use of singing, speaking, whispering, and shouting voices in appropriate situations. (1a) 4. Sing expressively with age appropriate dynamics, phrasing, and interpretation. (1b) 5. Sing songs of a limited range from memory in a variety of styles. (1c) 6. Sing in groups, using appropriate vocal timbres, matching dynamic levels, and responding to the cues of a conductor. (1e) 7. Participate in mass music at an age appropriate level by singing familiar songs and participating in responses.		
Suggested Activities	Assessment	Resources

Diocese of Jefferson City Curriculum Guide

Content Area: General Music
 Grade Range: Kindergarten
 Section/Heading: KB.2

Strand: Music Construction

Diocesan Standard Terra Nova Objective	Benchmark Statement
Music Construction	Perform, improvise and create instrumental music alone and with others.

**** When applicable, the coordinating national standard is noted in parenthesis after the performance indicator.

Performance Indicators		
1. Play simple rhythms and steady beats with appropriate dynamics and maintaining a tempo. (2a) 2. Play ostinatos based on word-rhythms. (2b) 3. Perform a varied repertoire of music representing diverse styles. (2c) 4. Echo rhythmic patterns of limited number of beats. (2d) 5. Play basic rhythm instruments with proper technique and responding to the cues of a conductor. (2e) 6. Create musical sounds to accompany readings or dramatizations. (4a) 7. Create musical sounds to accompany short songs or instrumental pieces. (4b) 8. Use a variety of sound sources to accompany songs. (4c) 9. Display proper care and use of music equipment and instruments.		
Suggested Activities	Assessment	Resources

Diocese of Jefferson City Curriculum Guide

Content Area: General Music
 Grade Range: Kindergarten
 Section/Heading: KC.1

Strand: Music Performance

Diocesan Standard Terra Nova Objective	Benchmark Statement
Music Performance	Develop audience skills and an appreciation of performance.

**** When applicable, the coordinating national standard is noted in parenthesis after the performance indicator.

Performance Indicators		
1. Explain, using age appropriate music terminology, their personal preferences for specific musical works and styles. (7b) 2. Identify ways music relates to other school subjects. (8b) 3. Describe in simple terms how basic music elements are used in music of other cultures and historical periods including, but not limited to, high/low, fast/slow, loud/soft and instruments. (9b) 4. Identify music use in everyday life. (9c) 5. Recognize the roles of conductors and performers. (9d) 6. Use imagination and musical knowledge to guide quiet listening skills as appropriate audience behavior in a traditional concert situation. (9e)		
Suggested Activities	Assessment	Resources

Diocese of Jefferson City Curriculum Guide

Content Area: General Music
 Grade Range: Kindergarten
 Section/Heading: KD.1

Strand: Music Performance

Diocesan Standard Terra Nova Objective	Benchmark Statement
Knowledge of Music	Understand musical elements in their written form.

**** When applicable, the coordinating national standard is noted in parenthesis after the performance indicator.

Performance Indicators		
1. Create long/short, high/low, upward/downward, or loud/soft sounds as a response to pictorial representations. 2. Identify basic similarities between music and visual or theatre arts including, but not limited to, same/different, upward/downward, cultures, and historical periods. (8a) 3. Identify ways in which the principles and subject matter of other disciplines taught in the school are interrelated with those of music including, but not limited to,, literature, geography, physiology, religion, and counting. (8b)		
Suggested Activities	Assessment	Resources