







**HPS Scope and Sequence
Elementary Music Grade K
Revised 05/2012**

Standard or GLCE #	K-5 Music Standards	What this means... Student will...	Semester S1 - S2	# of Lessons	Music Vocabulary	Formative Assessment(s)
 Kindergarten Music 						
Content Standard 1: All students will apply skills and knowledge to perform in the arts						
ART.M.I.EL.1	Sing and play independently with accurate rhythm, pitch, intonation, with appropriate timbre, technique, and tempo within various musical contexts.	I.K.1 Demonstrate uses of the voice, proper instrumental technique, and steady beat.	Y		Perform: Beat, Echo, Quarter Note, Quarter Rest, Sol-Mi, Speaking, Loud/Soft, Singing, Fast/Slow Create: Shakers, Rhythm Sticks, Tambourine, Drums, Woodblock Analyze: Whisper, Shout/Calling Analyze In Context: Audience Copnnect To Arts	Performance: Auditory Observations Concerts/Informances Visual Observations Formative: "I Can" Statements Group Discussions
ART.M.I.EL.2	Sing from memory and play a varied repertoire of music representing genres and styles from diverse cultures.	I.K.2 Sing and play music from a variety of styles and cultures.	Y			
ART.M.I.EL.3	Sing expressively with appropriate dynamics, phrasing, and interpretation.	I.K.3 Sing and play expressively utilizing extreme opposites of dynamics and interpretation.	Y			
ART.M.I.EL.4	Sing an ostinato.	I.K.4 Sing melodies with confidence in a large group.	S2	2		
ART.M.I.EL.5	Demonstrate ensemble techniques by blending timbre, matching dynamic levels, and responding to the cues of the conductor.	I.K.5 Follow cues of the conductor to begin and for a cut-off.	S1	2		
ART.M.I.EL.6	Demonstrate technical skills on rhythmic, melodic, and harmonic instruments.	I.K.6 Play a steady beat.	S1	2		
ART.M.I.EL.7	Perform rhythmic and melodic patterns when presented aurally.	I.K.7 Replicate short rhythmic and melodic patterns.	S1	1		
ART.M.I.EL.8	Perform independent instrumental parts while other students sing or play contrasting parts.	I.K.8 Play a steady beat in a group while other students sing a song.	S2	2		
ART.M.I.EL.9	Use a system to read rhythmic notation in various meters.	I.K.9 Use a system to read quarter notes and quarter rests.	Y			
ART.M.I.EL.10	Use a system to read pitch notation in various tonalities.	I.K.10 Use a system to read two or more pitches. (sol, mi)	Y			
ART.M.I.EL.11	Recognize the basic expressive markings of music and demonstrate their understanding through performance.	I.K.11 Recognize contrasting expressions of music.	S1	2		



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Content Standard 2: All students will apply skills and knowledge to create in the arts.						
ART.M.II.EL.1	Create through exploration, improvisation, and composition, rhythmic and melodic ostinati accompaniments.	II.K.1 Create through exploration, improvisation, and composition, an accompaniment for a selection with non-pitched percussion classroom instruments.	S2	2		Performance: Auditory Observations Concerts/Informances Visual Observations Formative: "I Can" Statements Group Discussions
ART.M.II.EL.2	Create through exploration, improvisation, and composition, answers in the same style to given rhythmic and melodic phrases.	II.K.2 Create through exploration, improvisation, and composition, an answer to a melodic question.	S2	2		
ART.M.II.EL.3	Create through exploration, improvisation, and composition, simple rhythmic variations and simple melodic embellishments on familiar melodies.	II.K.3 Create vocal embellishments for a song or rhyme.	S2	2		
ART.M.II.EL.4	Create and arrange songs and instrumental pieces within specified guidelines.	II.K.4 Create a song about self and family.	S2	3		
ART.M.II.EL.5	Use a variety of traditional and non-traditional sound sources and electronic media when composing, arranging, and improvising.	II.K.5 Use a variety of traditional and non-traditional sound sources and electronic media when composing, arranging, and improvising appropriate to kindergarten.	S2	1		
ART.M.II.EL.6	Create and arrange music to accompany readings, dramatizations, or visual media.	II.K.6 Add vocal and physical responses to a selection presented in kindergarten.	S2	1		

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Content Standard 3: All students will analyze, describe and evaluate works of art.						
ART.M.III.EL.1	Identify music forms when presented aurally.	III.K.1 Identify echo songs and recognize the same and different sections of the music when presented aurally.	S2	2		Performance: Auditory Observations Concerts/Informances Visual Observations Formative: "I Can" Statements Group Discussions
ART.M.III.EL.2	Use invented or standard notation to transcribe music.	III.K.2 Use invented or standard notation to transcribe increasingly difficult rhythms and melodies.	S2	1		
ART.M.III.EL.3	Understand and respect that there are different responses to specific art works in a global community.	III.K.3 Describe the music performed and presented in kindergarten by moving, drawing, or through other appropriate responses.	S1	1		
ART.M.III.EL.4	Use music vocabulary to analyze, describe, and evaluate music.	III.K.4 Introduce music vocabulary emphasizing opposites; i.e. fast and slow, loud and soft.	Y			
ART.M.III.EL.5	Identify and describe a variety of sound sources, including orchestral, band, electronic, world instruments, and voices.	III.K.5 Categorize the timbre of non-pitched percussion instruments. Identify male, female, and children's voices.	S1	3		
ART.M.III.EL.6	Devise criteria for objective evaluations of performances and compositions.	III.K.6 Devise student-created criteria for objective evaluation of performances and compositions.	Y			
ART.M.III.EL.7	Explain, using music vocabulary, personal aesthetic response to music.	III.K.7 Identify and support personal reactions to a musical selection.	S1	1		
Content Standard 4: All students will understand, analyze, and describe the arts in their historical, social, and cultural contexts.						
ART.M.IV.EL.1	Describe distinguishing characteristics of representative music genres and styles from various historic periods and cultures.	IV.K.1 Identify and describe distinguishing characteristics of starkly contrasting styles.	Y			Performance: Auditory Observations Concerts/Informances Visual Observations Formative: "I Can" Statements Group Discussions
ART.M.IV.EL.2	Describe how elements of music are used in examples from world cultures.	IV.K.2 Describe how elements of music are used in examples from world cultures, using music performed and presented in kindergarten.	Y			
ART.M.IV.EL.3	Demonstrate audience appropriate behavior for the context and style of music performed.	IV.K.3 Demonstrate audience appropriate behavior for the context and style of music presented and performed in kindergarten.	S1	2		

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Content Standard 5: All students will recognize, analyze, and describe connections among the arts; between the arts and other disciplines; between the arts and everyday life.						
ART.M.V.EL.1	Observe and identify similarities and differences in the meanings of common vocabulary used in the various arts.	V.K.1 Observe and identify similarities and differences in the meanings of common vocabulary used in the various kindergarten arts.	Y			Performance: Auditory Observations Concerts/Informances Visual Observations Formative: "I Can" Statements Group Discussions
ART.M.V.EL.2	Observe and identify cross-curricular connections.	V.K.2 Observe and identify cross-curricular connections within the kindergarten curriculum.	S1	3		
ART.M.V.EL.3	Discuss the various rationales for using music in daily experiences.	V.K.3 Discuss the various rationales for using music in daily experiences.	S1	1		



Notes: