

Power Standards and Benchmarks Kindergarten

Music Standard: Student will be able to understand, perform and value music.

National Standard/Power Benchmark 1: Singing alone and with others, a varied repertoire of music

| Grade Level Benchmark | Vocabulary | Skills | Classroom Resources |
|--|---|---|---|
| a. Uses voices expressively to speak, sing, call & whisper b. Sings a variety of simple songs in various keys, meters, songs and styles | <ul style="list-style-type: none"> • Speak, sing, call, whisper • High, low, loud, soft, fast, slow | <ul style="list-style-type: none"> • Demonstrates voice exploration • Recognizes and demonstrates fast/slow • Demonstrate sing, speak, call and whisper voices | <ul style="list-style-type: none"> • Textbook • CD's • Piano • Classroom Instrument |

Power Standards and Benchmarks Kindergarten

Music Standard: Student will be able to understand, perform and value music.

National Standard/Power Benchmark 2: Performs on instruments alone and with others, a varied repertoire of music

| Grade Level Benchmark | Vocabulary | Skills | Classroom Resources |
|--|---|--|--|
| a. Experiments with a variety of body percussion b. Works to maintain a steady beat | <ul style="list-style-type: none">• Echo• Steady Beat• Mirror | <ul style="list-style-type: none">• Echoes simple 4 beat rhythm patterns• Patches and claps steady beat | <ul style="list-style-type: none">• CD's• Piano• Classroom Instruments |

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Music Standard: Student will be able to understand, perform and value music.

National Standard/Power Benchmark 3: Improvising melodies, variations and accompaniments

| Grade Level Benchmark | Vocabulary | Skills | Classroom Resources |
|---|---|---|---|
| a. Improvises short sound pieces and accompaniments | <ul style="list-style-type: none">• Sound effects• Improvise | <ul style="list-style-type: none">• Adds sound effects to songs, stories and/or poems• Explores range of possibilities with objects, voices, instruments and words | <ul style="list-style-type: none">• Story Books• Piano• Classroom instruments• Textbook• CD's |

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Music Standard: Student will be able to understand, perform and value music.

National Standard/Power Benchmark 4: Composes and arranges within specified guidelines

| Grade Level Benchmark | Vocabulary | Skills | Classroom Resources |
|---|------------|--------|---|
| a. Composition grows from improvisation. See improvisation standards. | | | <ul style="list-style-type: none">• Textbook• CD's• Piano• Classroom instruments |

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Music Standard: Student will be able to understand, perform and value music.

National Standard/Power Benchmark 5: Reading and Notating Music

| Grade Level Benchmark | Vocabulary | Skills | Classroom Resources |
|---|--|--|--|
| a. Responds through movement to quarter notes, half notes and eighth notes b. Responds through movement to duple and triple meters (2's & 3's) c. Responds through movement to high and low | <ul style="list-style-type: none"> • Steady beat • Beat/no beat • Sound • Quarter note • Eighth note • Half note • Groups of 2 • Groups of 3 • March • Waltz | <ul style="list-style-type: none"> • Works toward keeping a steady beat • Echo claps rhythms containing quarter notes, half notes and eighth notes • Moves in 2's & 3's • Uses a system to read long & short patterns which include sound and silence • Physically demonstrates pitch levels with body movement | <ul style="list-style-type: none"> • Textbook • CD's • Piano • Classroom instruments |

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Music Standard: Student will be able to understand, perform and value music.

National Standard/Power Benchmark 6: Listening to, analyzing and describing music

| Grade Level Benchmark | Vocabulary | Skills | Classroom Resources |
|--|---|--|---|
| a. Responds through movement to various styles of music b. Experiences different vocal timbres c. Experiences different instrumental timbres | <ul style="list-style-type: none"> • March • Lullaby • Step • Skip • Hop • Gallop • Same • Different • Whisper • Speak • Shout • Sing | <ul style="list-style-type: none"> • Demonstrates appropriate movement to various styles of music • Uses active listening • Identifies vocal timbres • (ie. whisper, speak, shout, sing) | <ul style="list-style-type: none"> • Textbook • CD's • Piano • Classroom Instrument |

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Music Standard: Student will be able to understand, perform and value music.

National Standard/Power Benchmark 7: Evaluating music and music performance

| Grade Level Benchmark | Vocabulary | Skills | Classroom Resources |
|---|---|--|--|
| a. Responds to music of various styles and genres | <ul style="list-style-type: none">• Quality | <ul style="list-style-type: none">• Verbalizes personal preference | <ul style="list-style-type: none">• Textbook• CD's• Piano• Classroom Instrument |

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Music Standard: Student will be able to understand, perform and value music.

National Standard/Power Benchmark 8: Understands relationships between music, the other arts and disciplines outside the arts

| Grade Level Benchmark | Vocabulary | Skills | Classroom Resources |
|--|--|---|---|
| a. Identifies similarities and differences between music and other disciplines b. Identifies ways in which music and other disciplines are interrelated c. Experiences affective qualities of various arts | <ul style="list-style-type: none"> • Order • Forward • Backward | <ul style="list-style-type: none"> • Sings counting songs • Sings alphabet songs • Predicts (ie. numerical order) • Demonstrates purposeful movement to interpret music | <ul style="list-style-type: none"> • Textbooks • CD's • Piano • Classroom Instrument • Children's literature |

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National Standard/Power Benchmark 9: Understanding music in relation to history and culture

| Grade Level Benchmark | Vocabulary | Skills | Classroom Resources |
|---|---|--|---|
| a. Experiences aural examples of music from various cultures and historical periods b. Demonstrates appropriate audience behavior for the context and style of music performed | <ul style="list-style-type: none"> • Audience • Performer • Appropriate • Etiquette | <ul style="list-style-type: none"> • Demonstrates active listening • Demonstrates appropriate audience behavior at school performances | <ul style="list-style-type: none"> • CD's • Visiting Artist Performances • Piano • Classroom Instrument |