

Amarillo Independent School District
Elementary Music Standards
Kindergarten

[Kindergarten Year Plan](#)

Singing vs. speaking voice	Beat vs. sound w/o beat	Loud/soft	Fast/slow	High/low	Vocal Timbre	Same/different	Long/short
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ASSURANCES

By the end of Kindergarten the student will:

PRODUCTION AND PERFORMANCE

Singing Alone and with Others

- Explore and identify singing and speaking voices.
- Sing 20-30 developmentally appropriate songs using their singing voice
- Match pitch ranging from d - a.
- Chant 15-20 developmentally appropriate nursery rhymes using their speaking voice.
- Explore high/low, loud/soft, fast/slow, long/short, silence and same/different with voice.

Movement and Dance

- Experience the steady beat through varied locomotor and non-locomotor activities.
- Perform action songs, fingerplays, simple dances and singing games from diverse cultures.
- Explore high/low, loud/soft, fast/slow, long/short, silence and same/different through movement and dance.
- Interpret music through creative movement.

Playing Alone and With Others

- Perform on various instruments from diverse cultures.
- Perform steady beat on classroom percussion instruments.
- Demonstrate high and low on pitched classroom instruments.

READING AND WRITING RHYTHM

Notation

- Demonstrate understanding of steady beat vs. sound without beat.
- Track the steady beat using visual icons.
- Demonstrate understanding of long/short and silence using visual icons.

Composition

- Compose short, simple patterns using visual icons.

READING AND WRITING PITCH

Inner Hearing/Notation

- Demonstrate understanding of high/low and same/different using visual icons.

FOCUSED LISTENING

Form

- Demonstrate understanding of same/different in musical performances.
- Experience visually guided listening.

Timbre

- Differentiate between children and adult voices.
- Identify and correctly use singing and speaking voice.
- Explore and identify environmental sounds and classroom instruments by sight and sound.

Vocabulary

- Describe musical sounds using high/low, loud/soft, fast/slow, long/short, silence and same/different in musical performances.

UNDERSTANDING RELATIONSHIPS

Diversity

- Sing, play, listen and move using music from diverse cultures and styles.

Connections

- Identify simple relationships between music and other disciplines.

Heritage

- Sing and listen to music representative of American and Texas heritage.

REFLECTION AND EVALUATION

Concert Etiquette

- Practice appropriate audience behavior during live performances.

Evaluating Music

- Describe musical examples using the terms steady beat, high/low, loud/soft, fast/slow, long/short, silence and same/different.