

Singing, alone and with others, a varied repertoire of music:	
MK.1.A	<p>Differentiate between the speaking and singing voice</p> <ul style="list-style-type: none"> ➤ Students sing songs and play games that require them to use their voices both ways (speaking and singing) and they hear, feel and demonstrate the difference ➤ Students listen to examples of speaking and singing voices.
MK.1.B	<p>Echo vocally or instrumentally rhythm, tempo, pitch, dynamics and phrasing</p> <ul style="list-style-type: none"> ➤ Students echo songs sung by the teacher, pitches fall in the range of D¹-A¹, and use songs consisting of S-M-L ➤ Students will explore their vocal ranges through echoing the teacher in producing animal sounds (<i>meow, whoo, coo-coo, buzz, etc.</i>) ➤ Students will echo rhythm patterns using body instruments, snap, clap, pat and stomp.
MK.1.C	<p>Perform with accuracy, pitch, tempo, rhythm, phrasing and dynamics.</p> <ul style="list-style-type: none"> ➤ Students will echo vocal and instrumental music performed by the teacher with increasing accuracy. ➤ Students will echo and produce high and low pitches ➤ Students will demonstrate steady beat by walking, clapping etc. ➤ Students will identify pitches closer together by listening to a keyboard or other pitched instrument.
MK.1.D	<p>Sing and/or play music from diverse cultures, genres and styles.</p> <ul style="list-style-type: none"> ➤ Students will sing songs from America and other countries such as folk, spirituals, musicals and songs for occasions (patriotic, holidays etc.) ➤ Students will learn folk dances and traditional games to accompany songs. ➤ Students will create instrumental accompaniments on classroom instruments such as recorders.
MK.1.E	<p>Sing or play rounds ostinato and partner songs.</p> <ul style="list-style-type: none"> ➤ Students will sing in two part rounds following a leader.
MK.1.F	<p>Sing or play in groups blending timbers, matching dynamic levels and responding to the cues of a conductor in a formal/and or informal setting.</p> <ul style="list-style-type: none"> ➤ Students will perform in a classroom and in programs demonstrating the knowledge of musical introductions, interludes, starting and stopping together, and watching and responding to a conductor.
Performing on Instruments, alone and with others, a varied repertoire of music:	
MK.2.A	<p>Create a short rhythmic and melodic pattern.</p> <ul style="list-style-type: none"> ➤ Students will create “answers” in the same style to given rhythmic and melodic phrases. <ul style="list-style-type: none"> ○ Using pitches <i>sol</i> and <i>mi</i> students create answers to questions sung by the teacher.
MK.2.B	<p>Improvise simple rhythmic and melodic ostinato patterns.</p> <ul style="list-style-type: none"> ➤ Students will create clapping or other body instruments patterns to perform while they sing.
MK.2.C	<p>Improvise simple rhythmic and melodic variations on familiar melodies or a given pentatonic scale.</p> <ul style="list-style-type: none"> ➤ Students will improvise simple rhythm patterns.

MK.2.D	<p>Improvise melodies and rhythms using a variety of sounds, including voices, body percussion, classroom instruments and non-traditional sources, such as computers, electronic or recorded sounds.</p> <ul style="list-style-type: none"> ➤ Students will create and play 2-part rhythm patterns · List animals (or colors, names, pieces of clothing, etc.) that have one or two syllables in their names (use picture or visuals of items)
MK.2.E	<p>Create and arrange music to accompany selections from children’s literature.</p> <ul style="list-style-type: none"> ➤ Students will use a variety of sounds, traditional instruments, body percussion “found sounds”, vocal should etc. to represent words in a poem or story. ➤ Given the song “One, Two, Tie My Shoe”, students will select a sound for the numbers and different sounds for the objects of the songs.
MK.2.F	<p>Improvise movement to songs or instrumental pieces when appropriate.</p> <ul style="list-style-type: none"> ➤ Students create movement to dramatize songs. · Given the song “The Old Gray Cat,” students act out the story of the song. One student will be the cat; several students will be mice. ➤ Students create movement to dramatize instrumental pieces
<i>Improvising melodies, variations, and accompaniments:</i>	
MK.3.A	<p>Recognize, correctly name, and count note and rest values of whole, half, quarter, eighth, sixteenth, and dotted notes.</p> <ul style="list-style-type: none"> ➤ R Experience steady beat in various ways · Body—clapping, stepping, patting · Classroom instruments – sticks, drums, triangle · Visual pictures (point to while singing, e.g., ss-heart beat, etc.) ➤ Tap beats to the words of songs (syllables) ➤ Experience rests in music by walking to the beat and putting a finger to the lips (sh) when the words stop. (Can also dip and bend knees on the rests)
MK.3.B	<p>Read simple meter signatures correctly.</p> <ul style="list-style-type: none"> ➤ Students will build a song repertoire of various meters (containing meters of 2, 3, and 4). ➤ Students will move to duple and triple meters.
MK.3.C	<p>Use a system (syllables, numbers, or letters) to read pitch notation in the treble clef in major keys..</p> <ul style="list-style-type: none"> ➤ Experience (sing or play) songs with high/low patterns (e.g., “See Saw,” “Starlight,” Rain, Rain). · Stand on high notes · Stoop on the low notes. ➤ Read picture representation of pitch.
MK.3.D	<p>Identify and correctly interpret signs (e.g., treble and bass clef, etc.), symbols (fermata, coda, etc.) and terms relating to pitch, rhythm, dynamics, tempo, and articulation.</p> <ul style="list-style-type: none"> ➤ Students will build a basic repertoire of song material emphasizing 1. Basic beat 2. Steady beat 3. Repeated music figure 4. Phrase length 5. Fast and slow speed (tempo) 6. Loud and soft.
<i>Composing and arranging music within specified guidelines</i>	
MK.4.A	<p>Identify phrases and sections of music that are the same, similar, or different.</p> <ul style="list-style-type: none"> ➤ Students will listen to and identify music in various ways, such as running, skipping and walking body movements 1. Steady beat 2. The beginning and ending of music 3. Phrase lengths in music 4. Up and down movement of musical pitch ➤

MK.4.B	<p>Identify music forms AB, ABA, and Rondo.</p> <ul style="list-style-type: none"> ➤ Students will identify musical terms such as same or different and up and down.
MK.4.C	<p>Describe aural examples of music and music performances.</p> <ul style="list-style-type: none"> ➤ After listening to appropriate pieces of music, students will describe and identify 1. Fast and slow 2. Echo singing 3. Melodies 4. Body movement(s) 5. Harmony 6. Melody alone and with accompaniment 7. Ostinato 8. Tone color 9. Percussion 10. Environmental and natural sounds
<i>Reading and Notating Music</i>	
MK.5.A	<p>Identify instrument families, individual instrument within the families, and recognize adult male, adult female, and children’s voices.</p> <ul style="list-style-type: none"> ➤ Students play games in which instruments are hidden and students must identify which sounds they are hearing. ➤ Students perform on and recognize percussion instruments, environmental, and natural sounds.
<i>Relate music to diverse cultures, society, history, and other arts and disciplines.</i>	
MK.6.A	<p>Examine the Pennsylvania state songs and folk music of Pennsylvania and the United States</p> <ul style="list-style-type: none"> ➤ Students will learn American folk songs such as “Clap Your Hands,” “Down by the Bay,” One, Two, Tie My Shoe,” etc.
MK.6.B	<p>Explore patriotic songs of the United States and music of American composers, such as Ellington and Gershwin</p> <ul style="list-style-type: none"> ➤ Students will listen to/sing · patriotic songs such as “Yankee Doodle” · songs by Richard Rodgers and Oscar Hammerstein II including “Getting To Know You” from King and I · learn 2 verses of the National Anthem
MK.6.C	<p>Identify music from various periods, composers, and cultures.</p> <ul style="list-style-type: none"> ➤ Students will experience and identify contrasting music styles in “Bear Dance” (Bela Bartok) and “Water Music” (George F. Handel), as well as music from various cultures, such as “Chatter with the Angel” (African-American), “Sail Silver Moon Boat” (China), and “Kuma San” (Japan)
MK.6.D	<p>Sing/play songs and play musical games from diverse cultures.</p> <ul style="list-style-type: none"> ➤ Students will sing songs and play games from diverse cultures
MK.6.E	<p>Sing sacred songs of the Mass.</p> <ul style="list-style-type: none"> ➤ Students will sing sacred songs that can be used for the Mass.
MK.6.F	<p>Sing service music from the Mass</p> <ul style="list-style-type: none"> ➤ Students will sing service music that can be used during the Mass.
MK.6.G	<p>Participate in musical activities that correlate with other disciplines.</p> <ul style="list-style-type: none"> ➤ Students learn songs and activities about farms, animals, their bodies, special days, seasons, days of the week, colors, etc. (e.g., farms – “Old McDonald,” “BINGO,” and “Farmer in the Dell”; animals – “Doggie, Doggie” and “Mary Had a Little Lamb; bodies – “Head and Shoulders,” “If You’re Happy and You Know It,” and “Hokey Pokey”)
MK.6.F	<p>Identify connections between music and the other arts, including similar terms, historical periods, and styles.</p> <ul style="list-style-type: none"> ➤ The students will recognize that some terms used in other areas can be applied to music: · same/different · patterns · phrase introduction · texture Same/different · pictures – melodies · works of art – sections of music The teacher may assign letters, colors, geometric shapes, etc. to show same/different.