



Music - Grade Kindergarten (#5013060)

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Course Number: 5013060

Course Path: **Section:** Grades PreK to 12 Education
 Courses > **Grade Group:** Grades PreK to 5 Education
 Courses > **Subject:** Music Education > **SubSubject:**
 General >
Abbreviated Title: MUSIC - GRADE K
Course Length: Year (Y)

Course Status: Course Approved

VERSION DESCRIPTION

Kindergarten students in music class explore their environment and music world through a variety of experiences. Singing, listening, and movement activities will form the foundation for musical development, along with thinking, self-expression, and communication skills will be developed through singing, movement, creative musical play, creating, listening, and understanding activities. A variety of carefully chosen music will allow students to gain knowledge of one's self and build understanding, acceptance, and enrichment throughout their lives. By fostering creativity throughout the curriculum, the seeds of innovation will begin to bloom even in these novice learners.

GENERAL NOTES

All instruction related to Music benchmarks should be framed by the Big Ideas and Enduring Understandings. Non-Music benchmarks listed in this course are also required and should be fully integrated in support of arts instruction.

Special Note: This class may include opportunities to participate in extra rehearsals and performances beyond the school day.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: <http://www.cpalms.org/uploads/docs/standards/eld/SI.pdf>

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at sala@fldoe.org.

Course Standards

In addition to the listed benchmarks and standards, the following mathematical practices are required content:

MAFS.K12.MP.5.1: Use appropriate tools strategically.

MAFS.K12.MP.6.1: Attend to precision.

MAFS.K12.MP.7.1: Look for and make use of structure.

In addition to the listed benchmarks and standards, the following clusters and Speaking and Listening standards are required content:

LAFS.K.SL.1.1: Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.

Name	Description
MU.K.C.1.1:	Respond to music from various sound sources to show awareness of steady beat. Remarks/Examples: e.g., steady beat, pulse
MU.K.C.1.2:	Identify various sounds in a piece of music. Remarks/Examples: e.g., vocal/instrumental timbres, environmental sounds
MU.K.C.1.3:	Identify, visually and aurally, pitched and unpitched classroom instruments. Remarks/Examples: e.g., rhythm sticks, woodblock, xylophone, metallophone, autoharp
MU.K.C.1.4:	Identify singing, speaking, and whispering voices.
MU.K.C.2.1:	Identify similarities and/or differences in a performance.
MU.K.C.3.1:	Share opinions about selected pieces of music.
MU.K.F.1.1:	Respond to and explore music through creative play and found sounds in the music classroom. Remarks/Examples:

	e.g., creative play, drama/acting, kinesthetic response, vocalizations, sound carpets
MU.K.F.3.1:	Exhibit age-appropriate music and life skills that will add to the success in the music classroom. Remarks/Examples: e.g., take turns, share, be a good listener, be respectful, display good manners
MU.K.H.1.1:	Respond to music from diverse cultures through singing and movement. Remarks/Examples: e.g., nursery rhymes, singing games, folk dances
MU.K.H.2.1:	Respond to and/or perform folk music of American cultural sub-groups. Remarks/Examples: e.g., African American, Anglo-American, Latin American, Native American
MU.K.H.3.1:	Perform simple songs, finger plays, and rhymes to experience connections among music, language, and numbers. Remarks/Examples: e.g., decoding simple words, phonemes, rhyming words, vocabulary, making predictions, cardinal numbers, sequencing
MU.K.O.1.1:	Respond to beat, rhythm, and melodic line through imitation. Remarks/Examples: e.g., locomotor and non-locomotor movement, body levels
MU.K.O.1.2:	Identify similarities and differences in melodic phrases and/or rhythm patterns. Remarks/Examples: e.g., visually, aurally
MU.K.O.3.1:	Respond to music to demonstrate how it makes one feel. Remarks/Examples: e.g., movement, drawings
MU.K.S.1.1:	Improvise a response to a musical question sung or played by someone else. Remarks/Examples: e.g., melodic, rhythmic
MU.K.S.2.1:	Sing or play songs from memory. Remarks/Examples: e.g., rhymes, chants, poems
MU.K.S.3.1:	Sing songs of limited range appropriate to the young child and use the head voice.
MU.K.S.3.2:	Perform simple songs and accompaniments. Remarks/Examples: e.g., singing, using body percussion or classroom instruments
MU.K.S.3.3:	Match pitches in a song or musical phrase in one or more keys. Remarks/Examples: e.g., la, sol, mi
MU.K.S.3.4:	Imitate simple rhythm patterns played by the teacher or a peer. Remarks/Examples: e.g., quarter note, quarter rest, beamed eighth notes
LAFS.K.RL.1.2:	With prompting and support, retell familiar stories, including key details.
LAFS.K.RL.4.10:	Actively engage in group reading activities with purpose and understanding.
LAFS.K.SL.1.2:	Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.
LAFS.K.SL.1.3:	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
PE.K.C.2.1:	Recognize locomotor skills. Remarks/Examples: Some examples of locomotor skills are walking, running, skipping, leaping, hopping, jumping and galloping.
PE.K.C.2.2:	Recognize physical activities have safety rules and procedures. Remarks/Examples: An example would be to put equipment away when not in use in order to keep the physical activity area safe.
PE.K.R.6.2:	Identify a benefit of willingly trying new movements and motor skills.
PE.K.R.6.3:	Identify the benefits of continuing to participate when not successful on the first try.
DA.K.O.3.1:	Use movement to express a feeling, idea, or story.
DA.K.S.3.3:	Develop kinesthetic awareness by maintaining personal space and moving in pathways through space.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.
HE.K.B.5.3:	Recognize the consequences of not following rules/practices when making healthy and safe decisions. Remarks/Examples: Injury to self and/or others.
SC.K.P.10.1:	Observe that things that make sound vibrate.
TH.K.S.1.3:	Describe personal preferences related to a performance.

Related Certifications

There are more than 77 related instructional/educational resources available for this on CPALMS. Click on the following link to access them: <https://www.cpalms.org/Public/PreviewCourse/Preview/14056>