

Music: Kindergarten

**Adams County/Ohio Valley
Course of Study**

Content Standard: Analyzing and Responding			
Benchmark A: Identify and demonstrate elements of music using developmentally appropriate music vocabulary.			
<i>Grade Level Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
1. Demonstrate contrasting elements of music (e.g., dynamics: loud/soft; rhythm: fast/slow; melody: high/low).			

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2. Listen and respond to various music styles (e.g., march).			

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Content Standard: Analyzing and Responding			
Benchmark B: Identify the sounds of a variety of instruments including orchestra, band and classroom instruments.			
<i>Grade Level Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
3. Identify the sources of a wide variety of sounds.			

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Content Standard: Analyzing and Responding			
Benchmark C: Discuss and evaluate individual and group music performance.			
<i>Grade Level Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
4. Identify when an individual is performing.			

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Content Standard: Connections, Relationships and Applications			
Benchmark A: Explain ways that music interrelates with other arts disciplines and with various disciplines outside the arts.			
<i>Grade Level Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
1. Use music and/or found sounds together with dance, drama and visual art.			

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Benchmark. A: Explain ways that music interrelates with other arts disciplines and with various disciplines outside the arts.			
<i>Grade Level Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
2. Observe connections between music experiences and another curricular subject (e.g., English language arts).			

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Content Standard: Connections, Relationships and Applications			
Benchmark B: Describe how music is used in various cultures in the United States			
<i>Grade Level Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
3. Sing songs representing their cultures.			

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Content Standard: Connections, Relationships and Applications			
Benchmark C: Identify and describe roles of musicians in various music settings.			
<i>Grade Level Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
4. Identify a musician.			

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Content Standard: Creative Expression and Communication			
Benchmark A: Sing and/or play instruments, alone and with others, demonstrating a variety of repertoire, using proper technique, accurate rhythm and pitch and appropriate expressive qualities.			
<i>Grade Level Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
1. Sing, alone and with others, a varied repertoire of songs maintaining a steady beat.			

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<i>Grade Level Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
2. Use the head voice to produce a light, clear sound.			

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Content Standard: Creative Expression and Communication			
Benchmark A: Sing and/or play instruments, alone and with others, demonstrating a variety of repertoire, using proper technique, accurate rhythm and pitch and appropriate expressive qualities.			
<i>Grade Level Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
3. Play, alone and with others, a variety of classroom instruments with proper technique.			

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Content Standard: Creative Expression and Communication			
Benchmark B: Read, write, improvise and compose melodies and accompaniments.			
<i>Grade Level Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
4. Improvise movement to songs and recorded music.			

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Benchmark B: Read, write, improvise and compose melodies and accompaniments.			
<i>Grade Level Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
5. Use icons to represent the beat.			

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**Adams County/Ohio Valley
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Content Standard: Historical, Cultural and Social Contexts			
Benchmark A: Identify and demonstrate basic music forms.			
<i>Grade Level Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
1. Identify and demonstrate same and different.			

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**Adams County/Ohio Valley
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Content Standard: Historical, Cultural and Social Contexts			
Benchmark B: Identify and respond to music of historical and cultural origins.			
<i>Grade Level Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
2. Sing songs representing their cultures.			

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Content Standard: Historical, Cultural and Social Contexts			
Benchmark B: Identify and respond to music of historical and cultural origins.			
<i>Grade Level Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
3. Sing, listen and move to music from various historical periods.			

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Benchmark B: Identify and respond to music of historical and cultural origins.			
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4. Identify, listen and respond to music of different composers.			

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Content Standard: Historical, Cultural and Social Contexts			
Benchmark C: Recognize the interaction of people in music.			
<i>Grade Level Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
5. Recognize how sounds and music are used in daily lives.			

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Content Standard: Valuing Music/Aesthetic Reflection			
Benchmark A: Reflect on their own performances and the performances of others.			
<i>Grade Level Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
1. Participate in developmentally appropriate music activities.			

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Content Standard: Valuing Music/Aesthetic Reflection			
Benchmark B: Demonstrate audience behavior appropriate for the context and style of music performed.			
<i>Grade Level Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
2. Attend live music performances and demonstrate audience behavior appropriate for the context and style of music performed.			

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Content Standard: Valuing Music/Aesthetic Reflection			
Benchmark C: Demonstrate how music communicates meaning of text, feelings, moods or images, and influences personal preferences.			
<i>Grade Level Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
3. Identify, discuss and respond to music written for specific purposes (e.g., holiday, march, lullaby).			

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Benchmark C: Demonstrate how music communicates meaning of text, feelings, moods or images, and influences personal preferences.			
<i>Grade Level Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
4. Listen and respond to various music styles (e.g., march, lullaby).			