

National Standards for Music Education

Preparatory Level

Kindergarten Activities

Kindergarten Music Activities which support the National Standards for Music Education

The nine national content standards* are:

1. Singing, alone and with others, a varied repertoire of music
2. Performing on instruments, alone and with others, a varied repertoire of music
3. Improvising melodies, variations, and accompaniments
4. Composing and arranging music within specified guidelines
5. Reading and notating music
6. Listening to, analyzing, and describing music
7. Evaluating music and music performances
8. Understanding relationships between music, the other arts, and disciplines outside the arts
9. Understanding music in relation to history and culture

Note: The achievement standards for each content standard may be found in the document *National Standards for Arts Education* by the MENC organization.

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Content Standard 1: Singing, alone and with others, a varied repertoire of music

- ◆ Kindergarten activities may include singing:
 - a. ◆ songs with 2-3 notes, using the sounds of **mi so la** for pitch accuracy and correct vocal production
 - a. ◆ songs with bitonic, tritonic, tetratonic, and pentatonic scales for pitch accuracy and correct vocal production
 - a. ◆ game songs to reinforce pitch accuracy through repetition
 - a. ◆ simple songs that offer independent solo opportunities
 - b. ◆ simple composed and folk songs from different genres and diverse cultures using appropriate dynamics and phrasing to expressively interpret the song
 - c. ◆ from memory simple composed and folk songs from different genres and diverse cultures
 - d. ◆ echo songs to reinforce pitch accuracy and correct vocal production
 - e. ◆ in groups, familiar songs on pitch and in rhythm with proper posture, while listening for appropriate timbre, dynamics and phrasing in response to the cues of the teacher

(The letter preceding an activity refers to the appropriate achievement standard in the national standards.)

Content Standard 2: Performing on instruments, alone and with others, a varied repertoire of music

- ♦ Kindergarten activities may include playing appropriate rhythmic (drums, sticks, wood blocks, etc.), melodic (resonator bells, Orff instruments, piano, etc.), and harmonic (strumming the autoharp, dulcimer, guitar, etc.) classroom instruments:
 - a. ♦ to folk songs and composed pieces representing diverse genres and styles demonstrating the concept of a steady beat in simple ($\frac{2}{4}$) and compound ($\frac{6}{8}$) meters.
 - a. ♦ songs with 2-3 note melodies using the sounds of **mi so la**
 - b. ♦ independently and in groups demonstrating the concepts of marching beat and swaying beat
 - b. ♦ independently and in groups, to songs using known rhythms
 - $\frac{2}{4}$ long, short-short, rest () $\frac{6}{8}$ long, short-short-short, rest ()
 - c. ♦ expressively, while performing a varied repertoire of music
 - d. ♦ short rhythmic patterns, in echo response, using the concept of long/short
 - d. ♦ short melodic patterns, in echo response, using the concepts - high/middle/low, higher/lower/same, and sounds of **mi so la**
 - e. ♦ in groups with fast, moderate, and slow steady beat tempos, blending timbres, matching dynamics, and responding to the cues of the teacher
 - f. ♦ demonstrating a steady beat while others perform a separate part

(The letter preceding an activity refers to the appropriate achievement standard in the national standards.)

Content Standard 3: Improvising melodies, variations, and accompaniments

- ◆ Kindergarten activities may include improvising:
 - a. ◆ short “answers” in response to given “questions” using melody/rhythm instruments or words demonstrating an understanding of the rhythm concept of long/short, and melody concepts - high/middle/low, higher/lower/same, and the sounds of **mi so la**
 - b. ◆ simple rhythmic and melodic ostinato accompaniments using the rhythm concept of long/short, and melody concepts - upward/downward/same, high/middle/low, higher/lower/same, sounds of **mi so la**, and pentatonic tones
 - c. ◆ with instruments and voice, rhythmic, melodic, and vocally produced sounds to enhance a story or poem
 - d. ◆ a short song or instrumental piece using body percussion or any combination of known sound sources available in the classroom

(The letter preceding an activity refers to the appropriate achievement standard in the national standards.)

Content Standard 4: Composing and arranging music within specified guidelines

- ◆ Kindergarten activities may include teacher guided group composing:
 - a. ◆ and arranging music to accompany nursery rhymes, poems, stories and dramatizations using a variety of sound sources represented in a pictorial format
 - b. ◆ short instrumental pieces using pictorial representations of beat and long/short sounds
 - b. ◆ and arranging short songs and instrumental pieces using grade appropriate melodic concepts in pictorial representations of - high/middle/low, higher/lower/same, and sounds of **mi so la**
 - c. ◆ and arranging using a variety of sound sources, such as rhythm instruments, resonator bells, Orff instruments and piano

(The letter preceding an activity refers to the appropriate achievement standard in the national standards.)

Content Standard 5: Reading and notating music

- ◆ Kindergarten activities may include:
 - a. ◆ reading songs and patterns representing the rhythmic concepts of beat, long/short and rests using a pictorial format -
marching ♩ ♪ ♫ swaying ♩. ♪. ♫
 - b. ◆ reading songs and patterns representing the melodic concepts of high/middle/low, higher/lower/same, and the sounds of **mi so la** in a pictorial format
 - c. ◆ identifying terms such as: beat, rhythm, fast/medium/slow, tempo, long/short, echo, loud/soft, melody, high/middle/low, higher/lower/same
 - c. ◆ identifying symbols such as: (bar line) | (double bar line) ||
marching = 2 swaying = 6
 - d. ◆ identifying songs and patterns using long/short and rests in a pictorial format

(The letter preceding an activity refers to the appropriate achievement standard in the national standards.)

Content Standard 6: Listening to, analyzing, and describing music♦ Kindergarten activities may include:

- a. ♦ identifying simple forms such as: echo songs, question/answer, same and different
- b. ♦ perceiving aural examples of music by moving, answering questions about, and describing various styles from diverse cultures
- c. ♦ using traditional terminology and pictures to identify notation, such as: 2 = marching beat 6 = swaying beat
high/middle/low, higher/lower/same, sounds of **mi so la**, bar line, and double bar line
- c. ♦ using terminology to identify musical instruments, such as: classroom percussion and melody instruments
- d. ♦ identifying sounds of the resonator bells, sticks, wood block, hand drum, orchestra, piano, and voice - speaking, yelling, whispering, and singing
- e. ♦ responding through physical movement to music demonstrating musical characteristics such as:
beat - march/sway
melody - high/middle/low, higher/lower/same
rhythm - body percussion for pictorial representations of
long/short and rests in marching beat and swaying beat
tempo - fast/medium/slow
dynamics - loud/soft

(The letter preceding an activity refers to the appropriate achievement standard in the national standards.)

Content Standard 7: Evaluating music and music performances

- ◆ Kindergarten activities may include:
 - a. ◆ determining what factors are important for a good composition using grade appropriate terminology and known concepts (e.g., Was the piece liked or disliked by the listener? Were musical elements such as, a beat, melody, instruments, dynamics present?)
 - a. ◆ determining what factors are important for a good performance using grade appropriate terminology and known concepts (e.g., Did the performers: sing, speak, whisper or yell the music, make the music pleasant to listen to, watch the conductor, stay together as a group, perform using loud and soft, perform with a steady beat, have appropriate concert behavior?)
 - a. ◆ evaluating their own performances both informally during classroom activities and formally by viewing their performance on video offering suggestions for improvement
 - b. ◆ using appropriate music terminology such as: marching beat, swaying beat, rhythm, tempo, fast/moderate/slow, long/short, melody, high/middle/low, higher/lower/same, loud/soft, and familiar instrument names, when expressing a personal preference for a musical work or style
 - b. ◆ choosing from a given criteria a personal response for how a musical work or style evokes an emotional effect, such as - happy, sad, surprised, upset, thoughtful, relaxed

(The letter preceding an activity refers to the appropriate achievement standard in the national standards.)

Content Standard 8: Understanding relationships between music, the other arts, and disciplines outside the arts

- ◆ Kindergarten grade activities may include:
 - a. ◆ demonstrating the relationship of music and dance by physically showing the similarity in terms such as: high/middle/low, slow/fast, beat, same/different, repeat, etc.
 - b. ◆ dramatic play or choreographed movements to emphasize features in the music
 - b. ◆ relating language arts to music by:
 - ◆ understanding music symbols represent sounds just as letters are symbols which represent sounds
 - ◆ understanding the concepts of print as it relates to music (e.g., left-right, symbol to sound, print containing meaning)
 - ◆ telling a story through a song
 - ◆ communicating with musical sounds using pictorial representations
 - ◆ using oral language to express own ideas, opinions, and feelings, report facts and observations, and give directions to others when referring to musical concepts
 - b. ◆ relating math to music by:
 - ◆ counting the number of music beats using whole numbers
 - ◆ sorting and classifying shapes representing musical sounds
 - ◆ extending and creating simple repeating patterns using pictures representing musical sounds
 - ◆ understanding common language of spatial relationships (e.g., inside, outside, before, after, top, bottom, over, under) when engaged in musical activities
 - ◆ understanding ordinal numbers “first”, “second”, and “third”, when engaged in musical activities
 - b. ◆ relating science to music by:
 - ◆ understanding what senses are used when engaged in musical activities
 - ◆ understanding and observing how pictures representing musical sounds are alike or different

- ♦ understanding that musical instruments are made up of different types of materials (e.g., skins, wood, metal, plastic) and have different observable properties (e.g., color, size, shape, weight, sound)
- b.** ♦ relating social studies to music by:
 - ♦ singing songs relating to the four seasons
 - ♦ singing songs referring to the common needs of people
 - ♦ singing/hearing music from different places on a map or globe
 - ♦ singing songs or hearing music by people from different groups (e.g., families, friends, musical groups)
 - ♦ understanding that music reflects the needs, wants, and feelings of people
 - ♦ understanding practice means improvement
 - ♦ understanding music is learned by participating in different musical activities
 - ♦ singing songs that reflect the work people do
 - ♦ understanding the basic duties of good citizenship, knowing and following rules, and respecting others during musical activities

(The letter preceding an activity refers to the appropriate achievement standard in the national standards.)

Content Standard 9: Understanding music in relation to history and culture

- ◆ Kindergarten activities may include:
 - a. ◆ relating music to history and culture by:
 - ◆ singing/hearing/describing musical works by different ethnic groups which contribute to the cultural diversity of the United States (e.g., Native Americans, Asian Americans, African Americans, Hispanic Americans)
 - ◆ singing songs written to honor people and events during commemorative holidays
 - ◆ engaging in musical activities that historically relate to events and people of other times and places
 - ◆ singing songs of historical figures in the United States (e.g., George Washington, Abraham Lincoln, Dr. Martin Luther King, Davy Crockett, etc.)
 - b. ◆ listening to and describing music from various cultures in the world using grade appropriate music terminology
 - c. ◆ discussing how music is present in daily life experiences and the characteristics that make it suitable
 - d. ◆ listening to short biographic stories of composers, or story books that place music in a cultural and/or historical context.
 - e. ◆ discussing and demonstrating appropriate audience behavior when listening to an individual perform or school performance

(The letter preceding an activity refers to the appropriate achievement standard in the national standards.)