

## Content Area: Music

### Standard: 2. Creation of Music

#### Prepared Graduates:

- Create music by composing and/or arranging what is heard or envisioned, in notated or non-notated form, with or without the use of music technology, demonstrating originality and technical understanding
- Display instrumental or vocal improvisation skills by performing extemporaneously what is created in the mind

## Grade Level Expectation: Kindergarten

### Concepts and skills students master:

#### 1. Create music through a variety of experiences

#### Evidence Outcomes

##### Students can:

- Improvise sound effects and simple songs to stories or poems
- Use movement to demonstrate loud/soft, fast/slow, high/low, sound/silence, and beat/no beat

#### 21<sup>st</sup> Century Skills and Readiness Competencies

##### Inquiry Questions:

- Why do some melodies sound better than others?
- How does movement demonstrate what people hear?
- How does music tell a story?

##### Relevance and Application:

- Using software and other technology to demonstrate musical opposites of loud/soft, fast/slow, high/low, sound/silence, and beat/no beat provides an opportunity to give a multitude of global, musical examples.
- Using developmentally appropriate movement when responding to musical opposites aids in assessing understanding of opposites in language.
- Explaining where opposites can be found in other disciplines (reading, mathematic symbols +/-, visual art) provides an opportunity for transfer of knowledge, building long-term memory.
- Explaining why certain sounds can be matched with certain characters (loud and low = Papa Bear, soft and high = Baby Bear) gives a multisensory opportunity to experience literature or drama.

##### Nature of Music:

- Music tells a story.