Standard: 3. Theory of Music

Prepared Graduates:
- ➢ Read and employ the language and vocabulary of music in discussing musical examples and writing music, including technology related to melody, harmony, rhythm, style, genre, voicing/orchestration, mood, tonality, expression, and form

Grade Level Expectation: Kindergarten

Concepts and skills students master:

1. Comprehension of musical opposites

Evidence Outcomes	21st Century Skills and Readiness Competencies
Students can: a. Use their own vocabulary to describe musical opposites b. Demonstrate loud/soft, fast/slow, high/low, sound/silence, and beat/no beat	**Inquiry Questions:** 1. How do opposites make music more interesting to listen to? 2. What other opposites can be found in other disciplines?
	Relevance and Application: 1. Identifying musical opposites in various historical periods, cultural styles, and genres of music and mass media strengthens one's ability to comprehend the range of the continuum of musical opposites in specific areas. 2. Demonstrating musical opposites through movement helps to assess one's understanding of what an opposite is kinesthetically. 3. Demonstrating opposites aurally and kinesthetically builds long-term memory and connections to literary and societal opposites.
	Nature of Music: 1. The application of expressive elements enhances musical performance. 2. Specific vocabulary is necessary to describe music.

Content Area: Music
Standard: 3. Theory of Music

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Grade Level Expectation: Kindergarten

Concepts and skills students master:
3. Identify different vocal and instrumental tone colors

Evidence Outcomes	21st Century Skills and Readiness Competencies
Students can: a. Identify male/female voices b. Describe vocal and instrumental sounds using personal vocabulary	**Inquiry Questions:** 1. Why do voices and instruments sound different? 2. What are differences and similarities between two sounds?
	Relevance and Application: 1. Using music from various cultures, historical periods, genres, and styles to hear male/female voices and varying vocal and instrumental sound provides a global context for the ways music is used. 2. Using examples such as cartoons, computer games, community, and home events to identify male/female voices and varying instrumental sounds provides a connection to the real ways music is used in the community.
	Nature of Music: 1. Unique tone qualities are found in varying styles and genres of music.