

# Preschool Music Academic Standards

In High Quality Early Childhood Care and Education Settings



# Preschool Music Academic Standards in High Quality Early Childhood Care and Education Settings

## How to use this document

Colorado Preschool Program staff developed this document to help link the new Colorado preschool academic standards with the early childhood best practices that are already present in high quality early childhood care and education settings. While this document is intended for early childhood teachers in classroom settings that will be adopting the standards, we wanted to give some examples of how the standards might look in family childcare homes and in other early care configurations.

The preschool academic standards form the “what” of early childhood teaching – the objectives and goals for children to experience in their formative preschool years. To make a connection between early childhood best practices and the new academic standards expectations, we relied on the Building Blocks to the Colorado Content Standards, the Colorado Quality Standards for Early Childhood Care and Education, and Results Matter assessment tools for examples and descriptions. These sources provide the “steps for getting there” or the “how” of early childhood teaching. Young children require a much different environment than their elementary school counterparts. For each standard and its evidence objectives, we describe what should be in place to ensure children have opportunities to master the objectives and goals of the standards in enriching, developmentally appropriate ways. We also provide examples of children and adults in various settings showing the standards in action so that connections can be made from the small and large moments of early childhood experiences that build towards more formal learning.

As you go through each standard domain, you will see the standard table as it appears in CDE documentation with the 21<sup>st</sup> Century Skills and Readiness competencies. On the next page, you will see the evidence outcomes, the steps for getting there, and the examples from early childhood settings. Each pair of tables is color-coded to help match the pages. These sections are not meant to be inclusive; they are guidance to begin thinking about the preschool academic standards and how they link to early childhood best practices.

## Resources:

Preschool Standards & Assessments Crosswalk to Results Matter Systems, Building Blocks, and Head Start Early Learning Framework  
<http://www.cde.state.co.us/scripts/ECCCrosswalks/crosswalk.asp>

The Colorado Quality Standards for Early Childhood Care and Education Services  
<http://www.cde.state.co.us/cpp/qualitystandards.htm>

Building Blocks to the Colorado K-12 Content Standards (2007)  
<http://www.cde.state.co.us/cpp/download/CPDDocs/BuildingBlocksNov2010.pdf>

## Preschool Music Academic Standards in High Quality Early Childhood Care and Education Settings

**Investigating and appreciating** the arts allow children to integrate a number of different skills essential to child development. The arts provide each child with another vehicle and organizing framework to express ideas and feelings. The arts stimulate children to use words, manipulate tools and media and solve problems in ways that simultaneously convey meaning and are aesthetically pleasing.

Through experimenting with sounds, motion and words, children communicate in ways that are distinctly their own and that reflect their own learning style. Each song sung, musical instrument experience, and musical appreciation provides teachers and families with insights into a child's interests and abilities and allows children to express what they know. In an environment that fosters the arts, children learn to appreciate the contributions of other children and the works of others that reflect different experiences, cultures and views.

Preschool Music Expectations at a Glance	
1. Expression of Music	<ol style="list-style-type: none"><li>1. Perform expressively</li><li>2. Respond to rhythmic patterns and elements of music using expressive movement</li></ol>
2. Creation of Music	<ol style="list-style-type: none"><li>1. Improvise movement and sound responses to music</li></ol>
3. Theory of Music	<ol style="list-style-type: none"><li>1. Describe and respond to musical elements</li><li>2. Recognition of a wide variety of sounds and sound sources</li></ol>
4. Aesthetic Valuation of Music	<ol style="list-style-type: none"><li>1. Demonstrate respect for music contributions</li><li>2. Express feeling responses to music</li><li>3. Recognition of music in daily life</li></ol>

# Preschool Music Academic Standards in High Quality Early Childhood Care and Education Settings

<b>Content Area: Music</b>	
<b>Standard: 1. Expression of Music</b>	
<b>Prepared Graduates:</b>	
<ul style="list-style-type: none"> <li>➤ Employ musical skills through a variety of means, including singing, playing instruments, and purposeful movement</li> <li>➤ Demonstrate the expressive elements of music – including melody, harmony, rhythm, style, genre, texture, voicing/instrumentation, mood, tonality, and form – through voice, musical instruments, and/or the use of electronic tools</li> <li>➤ Demonstrate the processes of development of musical literature from rehearsal to performance, exhibiting appropriate interpersonal and expressive skills, both individually and within ensembles</li> </ul>	
<b>Grade Level Expectation: Preschool</b>	
<b>Concepts and skills students master:</b>	
1. Perform expressively	
<b>Evidence Outcomes</b>	<b>21<sup>st</sup> Century Skills and Readiness Competencies</b>
<b>Students can:</b> <ol style="list-style-type: none"> <li>a. Use voices expressively when speaking, chanting, and singing</li> <li>b. Sing a variety of simple songs and singing games</li> <li>c. Demonstrate fundamental performance skills such as correct posture and behavior</li> </ol>	<b>Inquiry Questions:</b> <ol style="list-style-type: none"> <li>1. Why is music sung using different types of voices?</li> <li>2. Does everyone feel the same way when they hear different kinds of music?</li> </ol>
	<b>Relevance and Application:</b> <ol style="list-style-type: none"> <li>1. Performing nursery rhymes, counting songs, letter songs, holiday songs, patriotic songs, and other songs leads to engagement and building early skills and sequencing ability.</li> <li>2. Using songs, singing games, and dances from various cultures, genres, and styles aids in cultural awareness.</li> <li>3. Audio devices can be used to play various types of music for a variety of purposes.</li> </ol>
	<b>Nature of Music:</b> <ol style="list-style-type: none"> <li>1. Musicality is the ability to perform and respond to music in meaningful ways.</li> </ol>

## Preschool Music Academic Standards in High Quality Early Childhood Care and Education Settings

### How does this standard look in high quality early childhood settings?

**Content Area:** Music

**Standard:** 1. Expression of music

**Prepared Graduates:**

- Employ musical skills through a variety of means, including singing, playing instruments, and purposeful movement
- Demonstrate the expressive elements of music – including melody, harmony, rhythm, style, genre, texture, voicing/instrumentation, mood, tonality, and form – through voice, musical instruments, and/or the use of electronic tools
- Demonstrate the processes of development of musical literature from rehearsal to performance, exhibiting appropriate interpersonal and expressive skills, both individually and within ensembles

**Grade Level Expectation:** Preschool

**Concepts and skills students master:** 1. Perform expressively

Evidence Outcomes	Steps for Getting There	Examples from Early Childhood Settings
<p><b>Students can:</b></p> <ul style="list-style-type: none"> <li>a. Use voices expressively when speaking, chanting, and singing</li> <li>b. Sing a variety of simple songs and singing games</li> <li>c. Demonstrate fundamental performance skills such as correct posture and behavior</li> </ul>	<ul style="list-style-type: none"> <li>• Adults encourage creative expression and appreciation of the arts</li> <li>• Oral language activities such as chants, poems, nursery rhymes, and songs are a regular part of the program.</li> <li>• Musical activities such as singing, listening to records, tapes, CDs and playing musical instruments are incorporated into the program.</li> <li>• Plan musical activities using a variety of materials (puppets, masks, props) for expression and representation.</li> <li>• Teach lyrics and/or listen to songs and lullabies from many cultures.</li> <li>• Use songs or chants for transitions all through the day.</li> </ul>	<ul style="list-style-type: none"> <li>• The Red Group chants as they walked back to school from the park, “We are the red group, the mighty, mighty red group...”.</li> <li>• Benny has cerebral palsy and is non-verbal. His parents record a video clip of them singing his favorite song to share at circle time.</li> <li>• While singing “Wheels on the Bus” with a small group of children, Miss Maggie exaggerates the “sound” words (clink, shh, swish) for the children to imitate.</li> <li>• While preparing to sing holiday songs to nursing home residents, Mr. Jack helps children practice standing up and singing from their diaphragms to help their audience hear them better.</li> </ul>

## Preschool Music Academic Standards in High Quality Early Childhood Care and Education Settings

<b>Content Area: Music</b>	
<b>Standard: 1. Expression of Music</b>	
<b>Prepared Graduates:</b>	
<ul style="list-style-type: none"> <li>➤ Perform music with appropriate technique and level of expression at an appropriate level of difficulty in sight reading and prepared performance</li> <li>➤ Demonstrate the processes of development of musical literature from rehearsal to performance, exhibiting appropriate interpersonal and expressive skills, both individually and within ensembles</li> </ul>	
<b>Grade Level Expectation: Preschool</b>	
<b>Concepts and skills students master:</b>	
2. Respond to rhythmic patterns and elements of music using expressive movement	
<b>Evidence Outcomes</b>	<b>21<sup>st</sup> Century Skills and Readiness Competencies</b>
<b>Students can:</b> <ol style="list-style-type: none"> <li>a. Move to music of various tempos, meters, dynamics, modes, genres, and styles</li> <li>b. Move or use body percussion to demonstrate awareness of beat and tempo</li> <li>c. Match movement to rhythmic patterns</li> </ol>	<b>Inquiry Questions:</b> <ol style="list-style-type: none"> <li>1. Why do people move to music?</li> <li>2. Is there a right way to move to music? Why or why not?</li> </ol>
	<b>Relevance and Application:</b> <ol style="list-style-type: none"> <li>1. Using developmentally appropriate movements in responding to music from various cultures, genres, and styles aids in cultural awareness.</li> <li>2. Music software and electronic keyboards can be used to adjust tempo, meter, and styles for student response and movement.</li> </ol>
	<b>Nature of Music:</b> <ol style="list-style-type: none"> <li>1. Responding to music through movement and dance is an important part of all cultures.</li> </ol>

**Preschool Music Academic Standards in High Quality Early Childhood Care and Education Settings**

**How does this standard look in high quality early childhood settings?**

**Content Area:** Music  
**Standard:** 1. Expression of music  
**Prepared Graduates:**

- Perform music with appropriate technique and level of expression at an appropriate level of difficulty in sight reading and prepared performance
- Demonstrate the processes of development of musical literature from rehearsal to performance, exhibiting appropriate interpersonal and expressive skills, both individually and within ensembles

**Grade Level Expectation:** Preschool  
**Concepts and skills students master:** 1. Respond to rhythmic patterns and elements of music using expressive movement

Evidence Outcomes	Steps for Getting There	Examples from Early Childhood Settings
<p><b>Students can:</b></p> <ul style="list-style-type: none"> <li>a. Move to music of various tempos, meters, dynamics, modes, genres, and styles</li> <li>b. Move or use body percussion to demonstrate awareness of beat and tempo</li> <li>c. Match movement to rhythmic patterns</li> </ul>	<ul style="list-style-type: none"> <li>• There is time and space for dancing, movement activities and creative dramatics.</li> <li>• Adults facilitate creative movement activity using activity songs and records</li> <li>• Movement is not limited to a specific time frame but is integrated daily throughout the program</li> <li>• Play a variety of music genres (jazz, classical, country, rock and roll, etc) for children to listen and move to.</li> </ul>	<ul style="list-style-type: none"> <li>• Jake taps his foot to the beat of the song playing in the background as he worked at the art table.</li> <li>• In a music activity, an adult beats a drum slowly, and children move in a circle with slow steps. When the adult beats the drum quickly, the children move with quick steps.</li> <li>• When a favorite song plays at the end of centers for clean up, children who finish clap along as they wait for others to complete their clean up tasks.</li> </ul>

**Preschool Music Academic Standards in High Quality Early Childhood Care and Education Settings**

<b>Content Area: Music</b>	
<b>Standard: 2. Creation of Music</b>	
<b>Prepared Graduates:</b>	
<ul style="list-style-type: none"> <li>➤ 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</li> <li>➤ Display instrumental or vocal improvisation skills by performing extemporaneously what is created in the mind</li> </ul>	
<b>Grade Level Expectation: Preschool</b>	
<b>Concepts and skills students master:</b>	
1. Improvise movement and sound responses to music	
<b>Evidence Outcomes</b>	<b>21<sup>st</sup> Century Skills and Readiness Competencies</b>
<b>Students can:</b> <ul style="list-style-type: none"> <li>a. Improvise sound effects to accompany play activities</li> <li>b. Use improvised movement to demonstrate musical awareness</li> </ul>	<b>Inquiry Questions:</b> <ul style="list-style-type: none"> <li>1. Why does movement change when music changes?</li> <li>2. Can music tell a story?</li> </ul>
	<b>Relevance and Application:</b> <ul style="list-style-type: none"> <li>1. Using video devices to demonstrate how people respond to music with movement can provide a more global connection to music and movement</li> <li>2. Demonstrating ways movement changes when music changes gives young people an opportunity to express what they are feeling without words.</li> <li>3. Creating an original piece of artwork based off of music (such as short/fast strokes for short/fast music; long, wavy strokes for smooth musical phrases) provides an assessment of musical awareness.</li> </ul>
	<b>Nature of Music:</b> <ul style="list-style-type: none"> <li>1. Music can move us.</li> </ul>



## Preschool Music Academic Standards in High Quality Early Childhood Care and Education Settings

### How does this standard look in high quality early childhood settings?

**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:** Preschool

**Concepts and skills students master:** 1. Improvise movement and sound responses to music

Evidence Outcomes	Steps for Getting There	Examples from Early Childhood Settings
<p><b>Students can:</b></p> <ul style="list-style-type: none"> <li>a. Improvise sound effects to accompany play activities</li> <li>b. Use improvised movement to demonstrate musical awareness</li> </ul>	<ul style="list-style-type: none"> <li>• Children participate in musical activities such as singling, listening to records, tapes, CDs and playing musical instruments in formal and informal experiences.</li> <li>• Creative movement opportunities are provided through activity songs and records.</li> <li>• Movement is not limited to a specific time frame but is integrated daily throughout the program.</li> <li>• Play a variety of music genres (jazz, classical, country, rock and roll, etc) for children to listen and move to.</li> <li>• Children may choose from a variety of musical instruments from different cultures to experiment with making sounds during play activities.</li> </ul>	<ul style="list-style-type: none"> <li>• In the block area, Tina makes the sound of a drill as she builds a block structure. "This screw will hold it together," she says.</li> <li>• During outside playtime, the children pretend to be cats and dogs, making meowing and barking noises.</li> <li>• Brooklyn and Mark create a dance routine to their favorite song during free choice time.</li> <li>• All the children in the group received scarves of different colors. When the Jamaican steel band music plays, they wave, toss, swirl, and wiggle the scarves in time with the music.</li> <li>• Mackenzie is deaf. She uses a scarf to move to music, too, but she stays beside the CD player and keeps her hand on the speakers to feel the vibrations of the beats.</li> </ul>

**Preschool Music Academic Standards in High Quality Early Childhood Care and Education Settings**

<b>Content Area: Music</b>	
<b>Standard: 3. Theory of Music</b>	
<b>Prepared Graduates:</b>	
<ul style="list-style-type: none"> <li>➤ 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</li> </ul>	
<b>Grade Level Expectation: Preschool</b>	
<b>Concepts and skills students master:</b>	
1. Describe and respond to musical elements	
<b>Evidence Outcomes</b>	<b>21<sup>st</sup> Century Skills and Readiness Competencies</b>
<b>Students can:</b> <ul style="list-style-type: none"> <li>a. Use an individual vocabulary to describe music</li> <li>b. Use body movement to respond to dynamics and tempo</li> </ul>	<b>Inquiry Questions:</b> <ul style="list-style-type: none"> <li>1. How does music make you feel?</li> <li>2. What elements of a piece of music contribute to changes in mood?</li> </ul>
	<b>Relevance and Application:</b> <ul style="list-style-type: none"> <li>1. The ability to identify dynamics and tempo changes are the beginning foundational skills to understanding the elements in music.</li> <li>2. Describing what one hears when listening to diverse samples of music builds a foundational skill of responding verbally to a musical feeling.</li> </ul>
	<b>Nature of Music:</b> <ul style="list-style-type: none"> <li>1. The application of expressive elements enhances musical performance.</li> <li>2. Specific vocabulary is necessary to describe music.</li> </ul>

**Preschool Music Academic Standards in High Quality Early Childhood Care and Education Settings**

**How does this standard look in high quality early childhood settings?**

<p><b>Content Area:</b> Music  <b>Standard:</b> 3. Theory of Music  <b>Prepared Graduates:</b>                  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  <b>Grade Level Expectation:</b> Preschool  <b>Concepts and skills students master:</b> 1. Describe and respond to musical elements</p>		
Evidence Outcomes	Steps for Getting There	Examples from Early Childhood Settings
<p><b>Students can:</b></p> <ul style="list-style-type: none"> <li>a. Use an individual vocabulary to describe music</li> <li>b. Use body movement to respond to dynamics and tempo</li> </ul>	<ul style="list-style-type: none"> <li>• Adults encourage creative expression and appreciation for the arts</li> <li>• Children have access to musical activities such as singling, listening to records, tapes, CDs, and playing musical instruments in formal and informal experiences.</li> <li>• Creative movement opportunities are provided through activity songs and CDs or records</li> <li>• Movement is not limited to a specific time frame but is integrated daily throughout the program</li> <li>• Play music that inspires children to move quickly (dance songs) or slowly (waltzes).</li> </ul>	<ul style="list-style-type: none"> <li>• The class forms a “train” by lining up one behind the other. They march quickly when the music was fast, and slowly when the tempo was slower.</li> <li>• Children take out musical instruments. An adult sits with them and plays a “Loud, Soft” game with them. Marco says “I can play my drum like loud thunder!”</li> <li>• During rest time, Willow tells an adult helper, “This is sleepy music.”</li> </ul>

**Preschool Music Academic Standards in High Quality Early Childhood Care and Education Settings**

<b>Content Area: Music</b>	
<b>Standard: 3. Theory of Music</b>	
<b>Prepared Graduates:</b>	
<ul style="list-style-type: none"> <li>➤ Demonstrate melodic, harmonic, and rhythmic aural skills through identification, transcription, and vocalization or instrumental playback of aural musical examples</li> </ul>	
<b>Grade Level Expectation: Preschool</b>	
<b>Concepts and skills students master:</b>	
2. Recognition of a wide variety of sounds and sound sources	
<b>Evidence Outcomes</b>	<b>21<sup>st</sup> Century Skills and Readiness Competencies</b>
<b>Students can:</b> <ul style="list-style-type: none"> <li>a. Use personal vocabulary to describe sources of sound</li> <li>b. Use invented symbols to represent musical sounds and ideas</li> </ul>	<b>Inquiry Questions:</b> <ul style="list-style-type: none"> <li>1. Why do instruments and voices sound different?</li> </ul>
	<b>Relevance and Application:</b> <ul style="list-style-type: none"> <li>1. Exploration of what kind of sound comes from what sources builds a foundational understanding of the relationship between the nature of sources and the product that results.</li> <li>2. Allowing the use of invented symbols to represent sounds gives developmentally appropriate, preparatory practice to understanding the structure of musical notation.</li> </ul>
	<b>Nature of Music:</b> <ul style="list-style-type: none"> <li>1. Unique tone qualities are found in varying styles and genres of music.</li> </ul>

**Preschool Music Academic Standards in High Quality Early Childhood Care and Education Settings**

**How does this standard look in high quality early childhood settings?**

<p><b>Content Area:</b> Music  <b>Standard:</b> 3. Theory of Music  <b>Prepared Graduates:</b>          Demonstrate melodic, harmonic, and rhythmic aural skills through identification, transcription, and vocalization or instrumental playback of aural musical examples  <b>Grade Level Expectation:</b> Preschool  <b>Concepts and skills students master:</b> 2. Recognition of a wide variety of sounds and sound sources</p>		
Evidence Outcomes	Steps for Getting There	Examples from Early Childhood Settings
<p><b>Students can:</b></p> <ul style="list-style-type: none"> <li>a. Use personal vocabulary to describe sources of sound</li> <li>b. Use invented symbols to represent musical sounds and ideas</li> </ul>	<ul style="list-style-type: none"> <li>• Adults use musical vocabulary such as pitch (high, low), beat (fast, slow), and volume (loud, soft) with children during music activities and discussions.</li> <li>• Children may choose from a variety of musical instruments from different cultures to experiment with making sounds.</li> <li>• Books about musical instruments, singers, and songs are available to children.</li> <li>• Printed music is available to children as a model of how music can be written.</li> <li>• Rebus song charts are available for children to use independently.</li> </ul>	<ul style="list-style-type: none"> <li>• Sam draws lines and circles on a piece of paper. He tells his teacher that he was making “music note paper”.</li> <li>• Ms B. tells Ahmed that she likes the song he made up on the keyboard. He says that it was a fast song for his cousin’s wedding.</li> <li>• Dana chooses the cymbal to play during free choice time with musical instruments. She says, “This is the one that goes ‘CRASH’.”</li> </ul>

**Preschool Music Academic Standards in High Quality Early Childhood Care and Education Settings**

<b>Content Area: Music</b>	
<b>Standard: 4. Aesthetic Valuation of Music</b>	
<b>Prepared Graduates:</b>	
<ul style="list-style-type: none"> <li>➤ Demonstrate a nuanced understanding of aesthetics in music, appropriate to the particular features of given styles and genres, as it relates to the human experience in music</li> <li>➤ Know the place of each of the participants in the performance environment and practice appropriate audience participation; recognize the place and importance of music in life</li> </ul>	
<b>Grade Level Expectation: Preschool</b>	
<b>Concepts and skills students master:</b>	
1. Demonstrate respect for music contributions	
<b>Evidence Outcomes</b>	<b>21<sup>st</sup> Century Skills and Readiness Competencies</b>
<b>Students can:</b>  a. Describe appropriate listening during a musical selection, live or recorded	<b>Inquiry Questions:</b>  1. When is it appropriate or not appropriate to talk while music is being heard? 2. What does it mean to be respectful of others?
	<b>Relevance and Application:</b>  1. Discussing ways to listen to music (headphones, in an audience, on the computer, or on an audio device) provides a connection to the many purposes and functions music serves in daily life.
	<b>Nature of Music:</b>  1. The role of the audience in a musical performance includes being respectful of others.

**Preschool Music Academic Standards in High Quality Early Childhood Care and Education Settings**

**How does this standard look in high quality early childhood settings?**

**Content Area:** Music  
**Standard:** 4. Aesthetic Valuation of Music  
**Prepared Graduates:**

- Demonstrate a nuanced understanding of aesthetics in music, appropriate to the particular features of given styles and genres, as it relates to the human experience in music
- Know the place of each of the participants in the performance environment and practice appropriate audience participation; recognize the place and importance of music in life

**Grade Level Expectation:** Preschool  
**Concepts and skills students master:** 1. Demonstrate respect for musical contributions

Evidence Outcomes	Steps for Getting There	Examples from Early Childhood Settings
<p><b>Students can:</b></p> <p>a. Describe appropriate listening during a musical selection, live or recorded</p>	<ul style="list-style-type: none"> <li>• Adults encourage creative expression and appreciation for the arts</li> <li>• Allow for periods in the day when children only listen to music (rest time, cool down time, during certain music lessons).</li> <li>• Invite visitors to perform on musical instruments and/or sing for children.</li> <li>• Adult expectations of children's social behavior are developmentally appropriate, i.e. preschoolers are not expected to sit still and quietly attend for more than ten to fifteen minutes.</li> </ul>	<ul style="list-style-type: none"> <li>• Mr. Okomba visits Ms. Marie's family child care home. He brings his drums and plays and sings for the children.</li> <li>• Before leaving on a field trip to watch the high school jazz band, Miss Sarah reviews the etiquette for watching a performance.</li> </ul>

**Preschool Music Academic Standards in High Quality Early Childhood Care and Education Settings**

<b>Content Area: Music</b>	
<b>Standard: 4. Aesthetic Valuation of Music</b>	
<b>Prepared Graduates:</b>	
<ul style="list-style-type: none"> <li>➤ Make informed, critical evaluations of the effectiveness of musical works and performances on the basis of aesthetic qualities, technical excellence, musicality, or convincing expression of feelings and ideas related to cultural and ideological associations</li> </ul>	
<b>Grade Level Expectation: Preschool</b>	
<b>Concepts and skills students master:</b>	
2. Express feeling responses to music	
<b>Evidence Outcomes</b>	<b>21<sup>st</sup> Century Skills and Readiness Competencies</b>
<b>Students can:</b> <ul style="list-style-type: none"> <li>a. Create movements in response to music</li> <li>b. Participate freely in music activities</li> <li>c. Talk about expressing feeling in music</li> </ul>	<b>Inquiry Questions:</b> <ul style="list-style-type: none"> <li>1. What are some specific elements of music that can change the feelings that are communicated?</li> <li>2. How do people decide what movements to make to music?</li> <li>3. Why is experiencing music fun?</li> </ul>
	<b>Relevance and Application:</b> <ul style="list-style-type: none"> <li>1. Establishing a fundamental understanding of the connection of feelings and music builds foundational skills to apply to emotion and mood created through music.</li> <li>2. Discussing how and where music is heard establishes a connection to music in everyday life.</li> </ul>
	<b>Nature of Music:</b> <ul style="list-style-type: none"> <li>1. People express their feelings through music.</li> </ul>



**Preschool Music Academic Standards in High Quality Early Childhood Care and Education Settings**

**How does this standard look in high quality early childhood settings?**

<p><b>Content Area:</b> Music  <b>Standard:</b> 4. Aesthetic Valuation of Music  <b>Prepared Graduates:</b>                  Make informed, critical evaluations of the effectiveness of musical works and performances on the basis of aesthetic qualities, technical excellence, musicality, or convincing expression of feelings and ideas related to cultural and ideological associations  <b>Grade Level Expectation:</b> Preschool  <b>Concepts and skills students master:</b> 2. Express feeling responses to music</p>		
Evidence Outcomes	Steps for Getting There	Examples from Early Childhood Settings
<p><b>Students can:</b></p> <ul style="list-style-type: none"> <li>a. Create movements in response to music</li> <li>b. Participate freely in music activities</li> <li>c. Talk about expressing feeling in music</li> </ul>	<ul style="list-style-type: none"> <li>• Musical activities are provided such as singing, listening to records, tapes, CDs, and playing instruments.</li> <li>• Adults encourage creative expression and appreciation for the arts.</li> <li>• Music and movement are not limited to a specific time frame but are integrated daily throughout the program.</li> </ul>	<ul style="list-style-type: none"> <li>• Coleman pulls out the xylophone from the musical instrument shelf and Eli chooses the maracas. While playing the instruments, Freya comes over to dance.</li> <li>• After listening to a portion of “Night on Bald Mountain”, Mr. Jack asks the children how the music made them feel. Hsu says, “Scared!” Monique says, “Like monsters were coming to get me!”</li> <li>• On a day when the children are extra energetic, Kim turns off the lights and turns on soft music. She encourages the children to find a soft and comfortable spot and breathe deeply to the music. She asks them to think of things that make them happy. After the song is over, she turns on the lights again, and the children go on to the next thing on their schedules.</li> </ul>

**Preschool Music Academic Standards in High Quality Early Childhood Care and Education Settings**

<b>Content Area: Music</b>	
<b>Standard: 4. Aesthetic Valuation of Music</b>	
<b>Prepared Graduates:</b>	
<ul style="list-style-type: none"> <li>➤ Know the place of each of the participants in the performance environment and practice appropriate audience participation; recognize the place and importance of music in life</li> </ul>	
<b>Grade Level Expectation: Preschool</b>	
<b>Concepts and skills students master:</b>	
3. Recognition of music in daily life	
<b>Evidence Outcomes</b>	<b>21<sup>st</sup> Century Skills and Readiness Competencies</b>
<b>Students can:</b> <ul style="list-style-type: none"> <li>a. Use examples such as music from cartoons, computer games, community, and home events</li> <li>b. Use a personal vocabulary to describe music from diverse cultures</li> </ul>	<b>Inquiry Questions:</b> <ul style="list-style-type: none"> <li>1. How does music that is composed for various purposes contribute to a specific experience?</li> <li>2. How do people describe the sounds of the instruments of various instrument families?</li> <li>3. How do people describe the different kinds of movement they make to music?</li> </ul>
	<b>Relevance and Application:</b> <ul style="list-style-type: none"> <li>1. Identifying examples of music as live or recorded music builds a fundamental skill of listening for detail.</li> <li>2. Using developmentally appropriate movements in responding to music from various genres, styles, and periods establishes a foundational understanding that music is an individual experience and possesses societal value and purpose.</li> </ul>
	<b>Nature of Music:</b> <ul style="list-style-type: none"> <li>1. Describing music in their own words helps people to understand music.</li> </ul>

**Preschool Music Academic Standards in High Quality Early Childhood Care and Education Settings**

**How does this standard look in high quality early childhood settings?**

<p><b>Content Area:</b> Music  <b>Standard:</b> 4. Aesthetic Valuation of Music  <b>Prepared Graduates:</b>                  Know the place of each of the participants in the performance environment and practice appropriate audience participation; recognize the place and importance of music in life  <b>Grade Level Expectation:</b> Preschool  <b>Concepts and skills students master:</b> 3. Recognition of music in daily life</p>		
Evidence Outcomes	Steps for Getting There	Examples from Early Childhood Settings
<p><b>Students can:</b></p> <ul style="list-style-type: none"> <li>a. Use examples such as music from cartoons, computer games, community, and home events</li> <li>b. Use a personal vocabulary to describe music from diverse cultures</li> </ul>	<ul style="list-style-type: none"> <li>• Oral language activities and playful language such as chants, poems, nursery rhymes, and songs are part of the program.</li> <li>• Music from diverse cultures is presented as a part of people’s daily lives and is connected to individual children and their families.</li> </ul>	<ul style="list-style-type: none"> <li>• Jack sings “Feliz Cumpleanos” on Claire’s birthday.</li> <li>• Marcus asks his teacher, “If we dance with streamers, can you play the ‘galoonka, galoonka’ song?” He is referring to an African song with a rollicking beat.</li> <li>• Petra hums the theme for a cartoon character she is imitating on the playground.</li> </ul>

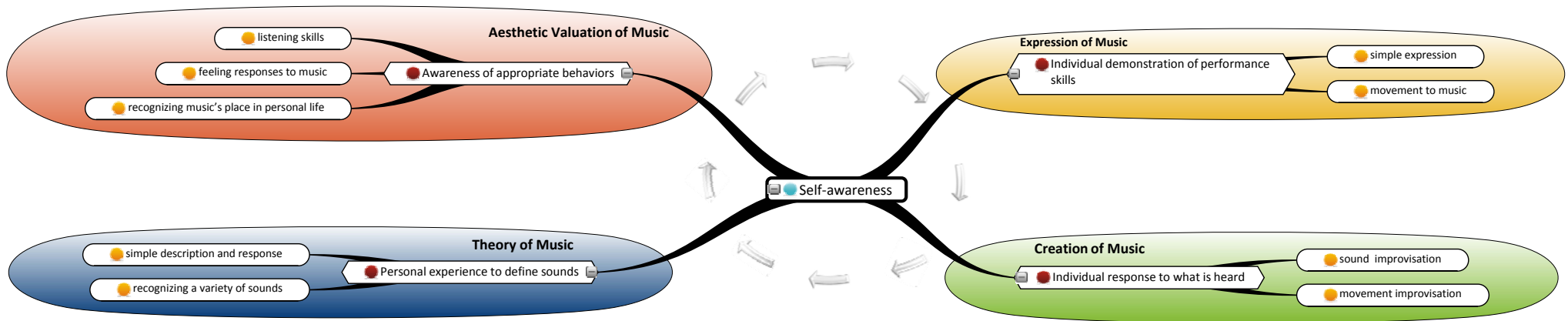
### Using the Discipline Concept Maps

Discipline Concept Maps (DCM) provide a visual representation of unifying themes and organizing and supporting concepts at each grade level. The DCMs provide a central purpose for that discipline at that grade level and depict how concepts relate to each other for intentional planning. They provide a framework for entering the standards in a way that honors the emphasis on 21st Century learning and interdisciplinary connections across the content areas.

Three key terms are used in the discipline concept maps:

- **Unifying themes** provide an overview of content at a grade level. They are found in the center of the DCM and denoted by a blue dot.
- **Organizing concepts** connect multiple grade level expectations (GLEs) and evidence outcomes (EOs). They are the first node out from the center and are denoted by a red dot.
- **Supporting concepts** elaborate on and show the depth of an organizing concept. They are second node out from the center and are denoted by a yellow dot.

# Music Preschool



- KEY:**
- Unifying Theme
  - Organizing Concept
  - Supporting Concept

# Preschool Music Academic Standards in High Quality Early Childhood Care and Education Settings



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