



St. Mel's Catholic School

Music Guidelines
Diocese of Sacramento
Kindergarten
Artistic Perception

1. Students listen to and analyze music critically, using the vocabulary and language of music. Students identify simple forms and elements of music, when presented aurally.

Dynamics

1.1 Be able to tell loud and soft sounds apart.

Pitch

1.2 Be able to tell high and low tones apart.

1.3 Be able to hear when tones are getting higher or lower.

Rhythm

1.4 Be able to hear a steady beat.

1.5 Be able to tell long and short sounds apart.

1.6 Be able to tell fast and slow tempos apart.

Harmony

1.7 Be able to hear when only one voice is playing or singing.

1.8 Be able to hear when more than one voice or instrument is playing at the same time.

Form

1.9 Be able to hear echo.

1.10 Be able to hear different sections.

2. Students demonstrate perceptual skills by moving to music, answering questions about music, and describing aural examples of music.

Form

2.1 Be able to move your body to show you hear different sections.

Style

2.2 Be able to say what you think of the music you hear.

2.3 Be able to move your body to the music you hear.

Creative Expression

3. Students sing or perform on an instrument on pitch and in rhythm, with appropriate timbre, diction, and posture, and maintain a steady tempo. Students improvise melodies, variations, and accompaniments.

March, 2008

Dynamics

3.1 Be able to make loud and soft sounds when singing, clapping, stomping and playing class instruments.

3.2 Be able to whisper, speak, sing, and call with the correct loudness.

Pitch

3.3 Be able to speak with high and low tones.

3.4 Be able to produce high and low tones on classroom instruments.



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Rhythm

3.5 Be able to clap and stomp a steady beat and make a steady beat on class instruments.

3.6 Be able to sing long and short sounds and make long and short sounds on class instruments.

Form

3.7 Be able to make an echo by calling, singing, and playing class instruments.

Historical and Cultural Context

4. Students listen to and describe aural examples of music of various styles representing diverse cultures.

History/Style

4.1 Be able to say what you think of the music you hear.

5. Students identify a variety of instruments from various cultures and describe how they sound.

Tone Color

5.1 Be able to say what you think of the music you hear.

5.2 Know about music that expresses Catholic beliefs and is used in Church ceremonies and traditions.

Aesthetic Valuing

6. Students are able to take care of equipment and be a good audience.

Performance Skills

6.1 Be able to play class instruments correctly and use them for no other purpose.

6.2 Be able to put instruments away in the correct way.

Audience Skills

6.3 Be able to listen quietly and pay attention to performances.

6.4 Know when and how to clap at a performance.

March, 2008