

Grade K Expression

Essential Standards:

- Montana Music Content Standard K.2: Demonstrate a musical idea.
- MMCS K.3: Identify changes in musical ideas.
- MMCS K.4: Identify expressive qualities in musical selections.
- MMCS K.6: Perform music with expression.
- MMCS K.7: Discuss preferences in musical selections.
- MMCS K.8: Discuss expressive qualities of music.
- MMCS K.9: Identify preferences in evaluating music.
- MMCS K.10: Identify emotions when experiencing music.
- MMCS K.11: Identify connections between music, arts, and daily life in a variety of contexts.

Other Standards:

- Montana Dance Content Standard K.1: Respond in movement to a variety of sounds.
- MDCS K.4: Explore different movement qualities.
- Montana Theatre Arts Content Standard K.1: Identify ways in which movement may be used to create or retell a story.
- MTACS K.4: Use facial expressions to communicate character and emotions in guided creative drama.
- MTACS K.6: Use voice and sound in guided creative drama.

Content-Specific Vocabulary:

Piano, forte, mood

| Learning Targets (I Can) | Materials | Manipulatives | Strategies |
|--|--|---|--|
| I am learning to describe the feeling and mood of a piece of music. | <ul style="list-style-type: none"> • <i>Book of Movement Exploration</i> • <i>First Steps in Music</i> • <i>GAMEPLAN</i> • High quality children’s literature • High quality musical recordings • <i>Move It!</i> DVDs • <i>MusicPlay Online</i> • <i>My Many Colored Days</i> • <i>Parachutes, Ribbons and Scarves</i> | <ul style="list-style-type: none"> • Barred instruments and mallets • Floor drums (tubanos) • Frame drums • Hoberman spheres • Movement manipulatives (parachute, scarves, ribbon wands, bean bags, stretchy band, beat buddies, playground balls) • Unpitched percussion | <ul style="list-style-type: none"> • Follow directions vs. choice making • Improvisation • Move-it • Notice, wonder, value • Student created artwork • Student created movement • Word wall |
| I am learning to respond to musical opposites (fast/slow, loud/quiet). | | | |
| I am learning to perform with artful expression. Examples: <ul style="list-style-type: none"> ▪ Dynamics and tempi ▪ Expressive bodies and faces, matching the music ▪ Responsive movement choices | | | |

Grade K Form

| <p>Essential Standards: Montana Music Content Standard K.1: Explore and experience musical concepts. MMCS 1.3: Identify changes in musical ideas.</p> | | | |
|--|--|---|---|
| <p>Other Standards: Montana Dance Content Standard K.2: Explore dances with beginning, middle, and end. MDCS K.7: Identify movement that repeats in a dance. MDCS K.8: Observe movement and describe it.</p> | | | |
| <p>Content-Specific Vocabulary: Same, different</p> | | | |
| Learning Targets (I Can) | Materials | Manipulatives | Strategies |
| I am learning to recognize same and different parts of music. | <ul style="list-style-type: none"> • <i>GAMEPLAN</i> • High quality musical recordings • <i>I'm Growing Up</i> • <i>Mallet Madness</i> series • <i>MusicPlay Online</i> • <i>Parachutes, Ribbons and Scarves</i> • <i>Rhythmically Moving</i> | <ul style="list-style-type: none"> • Barred instruments and mallets • Floor drums (tubanos) • <i>GAMEPLAN</i> manipulatives • Movement manipulatives (parachute, scarves, ribbon wands, bean bags, stretchy band, beat buddies, playground balls) | <ul style="list-style-type: none"> • Circle games • Locomotor/non-locomotor movement • Move-it • Physical response to aural stimuli |

Grade K Melody

| <p>Essential Standards: Montana Music Content Standard K.1: Explore and experience musical concepts. MMCS K.3: Identify changes in musical ideas. MMCS K.5: Rehearse to improve performances.</p> | | | |
|---|--|---|--|
| <p>Other Standards: Montana Dance Content Standard K.1: Respond in movement to a variety of sounds.</p> | | | |
| <p>Content-Specific Vocabulary: Melody, pitch, audiate, high, low, timbre</p> | | | |
| Learning Targets (I Can) | Materials | Manipulatives | Strategies |
| I am learning to sing a short song. | <ul style="list-style-type: none"> • <i>First Steps in Music</i> • <i>GAMEPLAN</i> • High quality musical recordings • <i>Mallet Madness</i> series • <i>MusicPlay Online</i> | <ul style="list-style-type: none"> • Barred instruments and mallets • Bean bags • Barred instruments • <i>GAMEPLAN</i> manipulatives • Puppets | <ul style="list-style-type: none"> • Echo singing • Movement exploration |
| I am learning to demonstrate the difference between my speaking voice and my singing voice. | | | |
| I am learning to echo a short melody. | | | |

Grade K Rhythm

| <p>Essential Standards: Montana Music Content Standard K.1: Explore and experience musical concepts. MMCS K.2: Demonstrate a musical idea.</p> | | | |
|---|---|---|---|
| <p>Other Standards: Montana Dance Content Standard K.1: Respond in movement to a variety of sounds.</p> | | | |
| <p>Content-Specific Vocabulary: Steady beat, echo, pattern, rhythm</p> | | | |
| Learning Targets (I Can) | Materials | Manipulatives | Strategies |
| I am learning to keep the steady beat. | <ul style="list-style-type: none"> • <i>First Steps in Music</i> • <i>GAMEPLAN</i> • High quality musical recordings • <i>I'm Growing Up</i> • <i>Let's Do It Again! The Songs of Education Through Music</i> • <i>MusicPlay Online</i> • <i>Parachutes, Ribbons and Scarves</i> | <ul style="list-style-type: none"> • Barred instruments and mallets • Floor drums (tubanos) • Frame drums • <i>GAMEPLAN</i> manipulatives • Movement manipulatives (parachute, scarves, ribbon wands, bean bags, stretchy band, beat buddies, playground balls) • Rhythm sticks • Unpitched percussion | <ul style="list-style-type: none"> • Beat groups • Echo activities • Follow child's beat with a song • Rote |
| I am learning to connect symbols with sounds. | | | |
| I am learning to move to patterns of long and short sounds. | | | |
| I am learning to speak and play patterns of long and short sounds. | | | |

Grade K Timbre

Essential Standards:

Montana Music Content Standard K.1: Explore and experience musical concepts.

MMCS K.4: Identify expressive qualities in musical selections.

MMCS K.8: Discuss expressive qualities of music.

MMCS K.11: Identify connections between music, arts, and daily life in a variety of contexts.

Other Standards:

Montana Theater Arts Content Standard K.6: use voice and sound in guided creative drama.

Montana Visual Arts Content Standard K.10: create art that tells a story about a personal experience.

Content-Specific Vocabulary:

Timbre, glockenspiel, xylophone, metallophone, mallet

| Learning Targets (I Can) | Materials | Manipulatives | Strategies |
|--|---|---|---|
| I am learning to identify different sound sources. | <ul style="list-style-type: none"> • <i>GAMEPLAN</i> • High quality musical recordings • <i>Mallet Madness</i> series • <i>MusicPlay Online</i> • <i>Percussion Parade</i> • <i>Woods, Metals, Shakers, Skins</i> | <ul style="list-style-type: none"> • Barred instruments and mallets • Floor drums (tubanos) • Unpitched percussion • Instrument visuals | <ul style="list-style-type: none"> • Listening glyphs • Listening maps • Live musical performances (e.g. Myrna Loy) • Soundscapes |
| I am learning to identify vocal timbres. <ul style="list-style-type: none"> ▪ High ▪ Low | | | |
| I am learning to visually identify and name classroom percussion instruments. <ul style="list-style-type: none"> ▪ Unpitched percussion ▪ Barred instruments | | | |
| I am learning about timbres from diverse musical traditions. | | | |