

# **Grade Level Expectations for the Sunshine State Standards**

## **Music Kindergarten**



**FLORIDA DEPARTMENT OF EDUCATION**  
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**Sunshine State Standards  
Grade Level Expectations  
Music  
Kindergarten**

The kindergarten student:

*Skills and Techniques*

- sings melodic patterns and songs within a four-note range (F-D<sup>1</sup>) using sol, la, and mi.
- echoes simple melodic patterns, using sol, la, and mi and maintaining the tonal center.
- demonstrates healthy use of the singing, speaking, whispering, and calling voice with appropriate volume for the young child.
- sings simple unison songs, with and without accompaniment, with accurate pitch, accurate rhythm, and appropriate tone quality.
- sings, alone and with others, a diverse repertoire representing various cultures and styles (for example, folk songs, poems, play-party games, patriotic songs, student-created songs, nursery rhymes).
- demonstrates expressive qualities appropriate to the music, using dynamic contrast and tempo change.
- performs a steady beat based on a personal and/or group sense of pulse.
- echoes rhythmic patterns using quarter notes, quarter rests, and two eighth notes on simple rhythm instruments.
- echoes simple melodic patterns on instruments (for example, barred instruments).
- performs with appropriate posture and position to produce a characteristic tone quality on non-pitched instruments (for example, rhythm sticks, triangle, wood block).
- performs simple rhythmic patterns and sound effects on instruments to accompany poems, rhymes, chants, and songs.
- demonstrates expressive qualities (for example, loud-soft, fast-slow) while playing classroom and ethnic instruments.
- recognizes and performs sounds having long and short duration in response to visual representation.
- recognizes and performs high and low sounds in response to visual representation.
- demonstrates melodic direction (upward, downward, and same) and register (high and low) through physical response and visual representation.
- represents long and short sounds visually that have been performed by someone else.

*Creation and Communication*

- improvises a short rhythmic pattern in response to a musical prompt.
- improvises a short melodic pattern in response to a musical prompt.
- improvises a short free-form song.
- creates sound effects for songs, poems, and stories.

*Cultural and Historical Connections*

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- knows that music is different in other places.
- recognizes music of contrasting cultures.
- understands that music can differ in various cultures.
- knows that music is a part of celebrations and daily life.

*Aesthetic and Critical Analysis*

- responds to selected characteristics of music, including fast and slow, soft and loud, high and low, and upward and downward, through purposeful movement.
- differentiates between speaking and singing voices.
- identifies classroom instruments by sound source, including wood and metal.
- identifies a variety of environmental sound sources.
- describes specific music characteristics using appropriate vocabulary (fast-slow, loud-soft, high-low, and upward-downward).
- describes feelings communicated through music.
- uses simple criteria for evaluating performances (for example, like or dislike, happy or sad).
- evaluates one's own and others' performances and describes what was successful.

*Applications to Life*

- demonstrates basic understanding of concepts in music and the visual arts that are similar (for example, repetition).
- identifies ways in which language arts relates to music (for example, rhyming words, song storybooks).
- understands the use of music in daily life (for example, birthday parties, holidays).
- demonstrates appropriate audience behavior in such settings as classroom and school performances (for example, listening quietly during a performance, clapping at the end of a performance).
- identifies a personal preference for a specific song.
- identifies musicians in the school and community.