

# Music: Grade K

Adopted 2013

## Elementary Music

**1. The student describes and analyzes musical sound. The student is expected to:** **K.1**

- A. identify the differences between the five voices, including singing, speaking, inner, whispering, and calling voices; **K.1.A**
- B. identify the timbre of adult and child singing voices; **K.1.B**
- C. identify the timbre of instrument families; **K.1.C**
- D. identify same/different in beat/rhythm, higher/lower, louder/softer, faster/slower, and simple patterns in musical performances; and **K.1.D**
- E. identify beat, rhythm, and simple two-tone or three-tone melodies using iconic representation. **K.1.E**

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**2. The student performs a varied repertoire of developmentally appropriate music in informal or formal settings. The student is expected to:** **K.2**

- A. sing or play classroom instruments independently or in groups; **K.2.A**
- B. sing songs or play classroom instruments from diverse cultures and styles independently or in groups; **K.2.B**
- C. move alone or with others to a varied repertoire of music using gross and fine locomotor and non-locomotor movement; **K.2.C**
- D. perform simple partwork, including beat versus rhythm; and **K.2.D**
- E. perform music using louder/softer and faster/slower. **K.2.E**

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**3. The student examines music in relation to history and cultures. The student is expected to:** **K.3**

- A. sing songs and play musical games, including rhymes, folk music, and seasonal music; and **K.3.A**
- B. identify simple interdisciplinary concepts related to music. **K.3.B**

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**4. The student listens to, responds to, and evaluates music and musical performances. The student is expected to:** K.4

- A. identify and demonstrate appropriate audience behavior during live or recorded performances; K.4.A
- B. identify steady beat in musical performances; and K.4.B
- C. compare same/different in beat/rhythm, higher/lower, louder/softer, faster/slower, and simple patterns in musical performances. K.4.C