**Resources**

*Making Music Series*, Silver Burdett

http://www.nafme.org/my-classroom/standards/core-music-standards/

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**Introduction to Your Music Pacing Guide**

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The following tips may be helpful as you begin using the Pacing Guide:

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- Continue to reinforce skills and concepts throughout the year until mastery is achieved.
- Skills can be introduced earlier than listed, but no later, and can be assessed at any point after introduction.
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<tr>
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<tbody>
<tr>
<td>Perform</td>
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<td>ART.M.I.K.2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>☐ I CAN sing and play music in different styles and from different parts of the world.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ART.M.I.K.4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>☐ I CAN sing melodies in a large group.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ART.M.I.K.6</td>
<td></td>
<td></td>
</tr>
<tr>
<td>☐ I CAN play a steady beat.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ART.M.I.K.7</td>
<td></td>
<td></td>
</tr>
<tr>
<td>☐ I CAN copy a short rhythmic and melodic pattern.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ART.M.I.K.8</td>
<td></td>
<td></td>
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<tr>
<td>☐ I CAN play a steady beat in a group while other students sing a song.</td>
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<th>Analyze in Context</th>
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Yvonne Caamal Canul
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Deputy Superintendent

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**ART.M.I.K.1**
- I CAN show uses of the voice, correct instrumental technique, and steady beat.

**ART.M.I.K.3**
- I CAN sing and play showing different emotions by using louds and softs.

**ART.M.I.K.5**
- I CAN follow when the conductor, the person that leads the group, shows when to begin and end a song.

**ART.M.I.K.11**
- I CAN identify different feelings of music.

**ART.M.III.K.1**
- I CAN recognize echo songs, and the same and different parts of music when presented aurally.

**ART.M.III.K.5**
- I CAN hear the tone color for non-pitched percussion instruments.
- I CAN identify male, female, and children’s voices.

**ART.M.IV.K.3**
- I CAN show correct audience behavior.
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**ART.M.I.K.9**
- I CAN begin to read quarter notes and quarter rests.

**ART.M.I.K.10**
- I CAN begin to read two or more pitches (sol, mi)  

**ART.M.II.K.6**
- I CAN add vocal and physical responses to a song.

**ART.M.II.K.6**
- I CAN read notation to figure out rhythms and melodies that become more difficult.

**ART.M.III.K.3**
- I CAN describe the music by moving, drawing, or other related responses.

**ART.M.III.K.4**
- I CAN begin to describe music using music vocabulary emphasizing opposites such as fast and slow, loud and soft.

**ART.M.III.K.7**
- I CAN recognize and support my reaction to a song.

**ART.M.V.K.3**
- I CAN talk about the many reasons for using music in daily experiences.
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Kindergarten • Fourth Quarter

Music

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<td>ART.M.II.K.3</td>
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<td>I CAN make up an accompaniment for a song by using different non-pitched percussion classroom instruments.</td>
<td>I CAN make up an answer to a melodic question.</td>
<td>I CAN make up vocal embellishments for a song or rhyme.</td>
</tr>
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<td>ART.M.II.K.5</td>
<td>ART.M.II.K.6</td>
</tr>
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<td>I CAN make up a song about myself and my family.</td>
<td>I CAN use different sound sources and electronic media when composing, arranging, and improvising music.</td>
<td>I CAN recognize and talk about unique qualities of completely different music styles.</td>
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<td>I CAN come up with a fair system to evaluate music.</td>
<td>I CAN recognize and talk about unique qualities of completely different music styles.</td>
<td>I CAN describe how parts of music are used in examples from world cultures.</td>
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| I CAN recognize the similarities and differences in the meanings of common vocabulary that are used in the various arts. | I CAN recognize cross curricular connections. | I CAN recognize connections among the various arts.