



Kindergarten • First Quarter Pacing Guide



Music

Introduction to Your Music Pacing Guide

Pacing Guides create a realistic time frame for instruction and assessment. They establish paced student learning expectations and provide a starting point for the implementation of the Elementary General Music Curriculum.

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

- Introduce 9-week content skills according to the Pacing Guide, incorporating yearlong concepts.
- Once a skill is mastered, continue to practice it.
- 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.
- Compare your current pace to the Pacing Guide and adjust as needed.
- Become familiar with sequencing at previous and subsequent grade levels.
- The following website, can be used to find more information and to better understand standards:
<http://www.nafme.org/my-classroom/standards/core-music-standards/>
- An electronic version of the Pacing Guides can be found on the Lansing School District homepage, www.lansingschools.net, under Quicklinks.

* List your recommended resources.



Yvonne Caamal Canul
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Many thanks to...
the teachers and administrators who helped develop and revise the pacing guides.

This Music Pacing Guide is based on the National and Michigan Elementary General Music Standards. The I CAN statements are tailored to the needs of the students in the Lansing School District.

Kindergarten

Music

First Quarter

Perform

Create

Analyze

Analyze in Context

Analyze and Make Connections

Standard I

Apply skills and knowledge to perform in the arts.

Standard II

Apply skills and knowledge to create in the arts.

Standard III

Analyze, describe, and evaluate works of art.

Standard IV

Understand, analyze, and describe the arts in historical, social, and cultural contexts.

Standard V

Recognize, analyze, and describe connections among the arts; between the arts and other disciplines; between the arts and everyday life.

ART.M.I.K.2

- I CAN sing and play music in different styles and from different parts of the world.

ART.M.I.K.4

- I CAN sing melodies in a large group.

ART.M.I.K.6

- I CAN play a steady beat.

ART.M.I.K.7

- I CAN copy a short rhythmic and melodic pattern.

ART.M.I.K.8

- I CAN play a steady beat in a group while other students sing a song.

Resources*



Kindergarten • Second Quarter



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Music

Second Quarter

Perform

Create

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Analyze in Context

Analyze and Make Connections

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Standard II

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Recognize, analyze, and describe connections among the arts; between the arts and other disciplines; between the arts and everyday life.

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.

Resources*



Kindergarten • Third Quarter



Music

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Music

Third Quarter

Perform

Create

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Analyze in Context

Analyze and Make Connections

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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.III.K.2

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.



Kindergarten • Fourth Quarter



Music

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Kindergarten

Music

Fourth Quarter

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	<p>ART.M.II.K.1</p> <p><input type="checkbox"/> I CAN make up an accompaniment for a song by using different non-pitched percussion classroom instruments.</p> <p>ART.M.II.K.2</p> <p><input type="checkbox"/> I CAN make up an answer to a melodic question.</p> <p>ART.M.II.K.3</p> <p><input type="checkbox"/> I CAN make up vocal embellishments for a song or rhyme.</p> <p>ART.M.II.K.4</p> <p><input type="checkbox"/> I CAN make up a song about myself and my family.</p> <p>ART.M.II.K.5</p> <p><input type="checkbox"/> I CAN use different sound sources and electronic media when composing, arranging, and improvising music.</p>	<p>ART.M.III.K.7</p> <p><input type="checkbox"/> I CAN come up with a fair system to evaluate music.</p>	<p>ART.M.IV.K.1</p> <p><input type="checkbox"/> I CAN recognize and talk about unique qualities of completely different music styles.</p> <p>ART.M.IV.K.2</p> <p><input type="checkbox"/> I CAN describe how parts of music are used in examples from world cultures.</p>	<p>ART.M.V.K.1</p> <p><input type="checkbox"/> I CAN recognize the similarities and differences in the meanings of common vocabulary that are used in the various arts.</p> <p>ART.M.V.K.2</p> <p><input type="checkbox"/> I CAN recognize cross curricular connections.</p>