

Music, Kindergarten

Overview: Students experience directed and undirected interactions with sound by listening, singing, playing instruments and using body movements. The foundation for sequentially-developed musical concepts is established.	
TEKS Strand	Expectations
Foundations: Music Literacy	Students recognize differences in tone and identify attributes of selected sounds, using pitched and non-pitched instruments. While singing a melody, students differentiate among pitches and relationships. Students distinguish among instruments and begin establishing a personal concept of timbre.
Creative Expression	Students sing songs relevant to common childhood experiences, such as folk tunes and nursery rhymes. Finger plays, chants, and expressive movements are essential as students learn to find the recurrent beat. After learning to find the beat, they respond by keeping time.
Historical and Cultural Relevance	Selections include song literature and singing games from many traditions.
Critical Evaluation and Response	Students identify ranges in dynamics by singing a melody and demonstrating the difference between loud and quiet phrases. By listening to familiar songs, children identify repetition and two-tone patterns. Student movements illustrate focused listening skills.
Example: By modeling beat patterns for his students, Mr. Thomas helps his kindergartners acquire a formal understanding of the concept of beat. His students respond to the patterns he models using classroom instruments and hand and body movements. They learn to identify heavy beats by singing songs and marking the beat with a repetitive motion or sound. Mr. Thomas encourages his students to perform the following tasks: <ul style="list-style-type: none"> • Listen for environmental sounds; describe sound qualities verbally (for example, loud, sharp, whirring, jerky, rumbling) • Gather objects that make interesting and unique sounds and listen to their tonal qualities to develop aural perception • Find appropriate uses for these sounds in songs, stories and dramatizations • Create sound stories; that is, communicate an environmental setting or sequence of events through sound • Identify real or simulated environmental sounds in composed music 	
Differentiation Strategies for Students with Special Needs	