PARENT GUIDE FOR FINE ARTS CURRICULUM: MUSIC KINDERGARTEN DIOCESE OF CLEVELAND

Below is a list of the skills your child will be taught in Kindergarten.

As parents, you are encouraged to support the work of your child's teacher in helping your child acquire each of these skills.

Capacities of the Literate Individual	
The	ey demonstrate independence.
The	ey build strong content knowledge.
The	ey respond to the varying demands of audience, task, purpose, and discipline.
The	ey comprehend as well as critique.
The	ey value evidence.
The	ey use technology and digital media strategically and capably.
The	ey come to understand other perspectives and cultures.
OH: Fine Arts - Music: Enduring Understandings	
	sonal Choice and Vision: Students construct and solve problems of personal relevance and interest when expressing mselves through music.
	cical and Creative Thinking: Students combine and apply artistic and reasoning skills to imagine, create, realize and refine sical works in conventional and innovative ways and to understand the works produced and performed by others.
	hentic Application and Collaboration: Students work individually and in groups to focus ideas, create and perform music address genuine local and global community needs.
	eracy: As consumers, critics and creators, students evaluate and understand visual and performing artworks and other ts produced in the media forms of the day.
OH: Fine Arts - Music: Progress Points	
Der	monstrate how musical elements communicate meaning and emotion by playing, singing or moving to music.
Red	cognize the use of music for various purposes by performers and listeners in a variety of cultures.
Cre	eate music in simple forms to be performed with dance, drama or in response to a work of visual art.
Indi	ividually and collaboratively select ideas and a media form of the day to create musical pieces.
Use	e digital technology to listen to and study music recognizing instruments, voices, ensembles and musical forms.
For	m and express opinions about music they hear in formal and informal live and recorded performances.
OH: Fine Arts - Perceiving/Knowing/Creating (CE)	
Ide	ntify same and different (e.g., fast/slow, loud/soft, high/low and long/short).
Ехр	olore steady beat and rhythm.
List	ten to and explore the music of various styles, composers, periods and cultures.
Ехр	plore and identify a wide variety of sounds, including the human voice.
Ехр	olore a variety of classroom instruments. (e.g., metals, skins and woods.).
Atte	end live music performances.
Ide	ntify a musician and his or her roles (e.g., composer, conductor and performer).
Ехр	olore connections between sound and its visual representation.

OH: Fine Arts - Producing/Performing (PR)	
Demonstrate same and different (e.g., fast/slow, loud/soft, high/low and long/short).	
Demonstrate a steady beat and maintain it while performing.	
Sing (using head voice and appropriate posture) and move to music of various and contrasting styles, composers and cultures.	
Create a wide variety of vocal and instrumental sounds.	
Play a variety of classroom instruments, alone and with others, and demonstrate proper technique.	
Demonstrate audience behavior appropriate for the context and style of music performed.	
Create a visual representation of sound.	
OH: Fine Arts - Responding/Reflecting (RE)	
Share ideas about musical selections of various and contrasting styles, composers and musical periods.	
Describe how sounds and music are used in our daily lives.	
Describe the difference between steady beat and rhythm.	
Identify and connect a concept shared between music and another curricular subject.	
Play a variety of classroom instruments, alone and with others, and demonstrate proper technique.	
Demonstrate audience behavior appropriate for the context and style of music performed.	
Create a visual representation of sound.	
OH: CCSS: Literacy in History/Social Studies: Speaking and Listening	
Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.	
Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).	
Speak audibly and express thoughts, feelings, and ideas clearly.	
OH: CCSS: Literacy in History/Social Studies: Language	
Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	
Notes:	

National Governors Association Center for Best Practices, Council of Chief State School Officers. Common Core State Standards. National Governors Association Center for Best Practices, Council of Chief State School Officers, Washington, D.C., 2010.