

PASADENA INDEPENDENT SCHOOL DISTRICT

Fine Arts Teaching Strategies

Elementary Music - Kindergarten

Throughout the year students will master certain skills that are important to a student's understanding of Fine Arts concepts and demonstrated throughout all performance objectives.

TEKS	TAKS Objective	Strand/Theme	Strategy
K.1 THE STUDENT DESCRIBES AND ANALYZES MUSICAL SOUND AND DEMONSTRATE MUSICAL ARTISTRY. <i>(a) identify the difference between the singing and speaking voice; and</i>		Perception	Practice singing verses with a singing and speaking voice.
K.1 THE STUDENT DESCRIBES AND ANALYZES MUSICAL SOUND AND DEMONSTRATE MUSICAL ARTISTRY. <i>(b) identify the timbre of adult voices and instruments.</i>		Perception	Listen to instruments of the orchestra. Identify high and low voices from instruments heard.
K.2 THE STUDENT PERFORMS A VARIED REPERTOIRE OF MUSIC. <i>(a) sing or play classroom instruments independently or in a group; and</i>		Creative expression/ performance	Sing in tune, independently and in a group, simple songs in a 6-note range. Perform echo singing of melodic patterns. Explore music making with un-pitched instruments and body percussion.
K.2 THE STUDENT PERFORMS A VARIED REPERTOIRE OF MUSIC. <i>(b) sing songs from diverse cultures and styles or play such songs on musical instruments.</i>		Creative expression/ performance	Sing songs and play games from various cultures. Explore music making with un-pitched instruments and body percussion.
K.3 THE STUDENT RELATES MUSIC TO HISTORY, TO SOCIETY, AND TO CULTURE. <i>(b) sing songs and play musical games from different cultures; and</i>		Historical/ cultural heritage	Sing songs and play games from various cultures. Observe customs and costumes related to dances.
K.3 THE STUDENT RELATES MUSIC TO HISTORY, TO SOCIETY, AND TO CULTURE. <i>(b) identify simple relationships between music and other subjects.</i>		Historical/ cultural heritage	Discover connections between music and other curriculum areas.

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<p>K.4 THE STUDENT RESPONDS TO AND EVALUATES MUSIC AND MUSICAL PERFORMANCE. <i>(a) identify steady beat in musical performances; and</i></p>		<p>Response/evaluation</p>	<p>Demonstrate a sense of steady beat through use of tapping a foot or clapping hands. Use musical comparatives such as beat/rhythm, long/short. Respond to a steady beat through singing, movement, listening and playing instruments. Students should be able to distinguish between steady and unsteady beat patterns.</p>
<p>K.4 THE STUDENT RESPONDS TO AND EVALUATES MUSIC AND MUSICAL PERFORMANCE. <i>(b) identify higher/lower, louder/softer, faster/slower, and same/different in musical performances.</i></p>		<p>Response/evaluation</p>	<p>Use musical comparatives such as fast/slow, loud/soft, same/different, high/low. Demonstrate a steady beat through the use of beat charts, and melodic contour through the use of movement and visual icons. Identify long/short sounds through words, instruments, movement and visual icons. Improvise words and motions in singing games.</p>