

Kindergarten : General Music : AKS

{ A : Skills and Techniques/Performance }

AKS	sing, alone and with others, a varied repertoire of music	perform on instruments, alone and with others, a varied repertoire of music	read and notate music
GCPS CODE	(GPS) (KGM_A2011-1)	(GPS) (KGM_A2011-2)	(GPS) (KGM_A2011-3)
Indicators of Achievement	<p>1a - sing melodies in a limited range (accompanied and unaccompanied) using appropriate head voice</p> <p>1b - echo simple singing and speech patterns</p> <p>1c - respond to a steady beat through singing</p> <p>1d - sing from memory multiple songs representing various genres, tonalities, meters, and cultures including at least one song in a foreign language</p>	<p>2a - echo simple rhythmic patterns using body percussion as well as classroom instruments with appropriate technique</p> <p>2b - perform a steady beat through body percussion and playing instruments</p>	<p>3a - visually recognize simple notation for sound and silence using non-traditional and/or traditional icons</p> <p>3b - aurally identify sound and silence in listening examples</p> <p>3c - associate movement with high and low pitches</p> <p>3d - associate a graphic representation of sound with high and low pitches</p>

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{ B : creative Expression and communication }

AKS	Improvise melodies, variations, and accompaniments	Compose and arrange music within specified guidelines
GCPS CODE	(GPS) (KGM_B2011-4)	(GPS) (KGM_B2011-5)
Indicators of Achievement	<p>4a - improvise simple body percussion Patterns</p> <p>4b - improvise soundscapes (e.g., weather, animals, and other sound effects)</p>	<p>5a - create sound effects and movements to accompany songs, poems, and stories</p> <p>5b - create simple rhythmic patterns using non-traditional and/or traditional icons</p> <p>5c - create new texts for familiar melodies</p>

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{ C : Critical Analysis/Investigation }

AKS	listen to, analyze, and describe music	evaluate music and music performances
GCPS CODE	(GPS) (KGM_C2011-6)	(GPS) (KGM_C2011-7)
Indicators of Achievement	<p>6a - distinguish between contrasts (pitch, dynamics, tempo, timbre) in various pieces of music</p> <p>6b - describe music using appropriate vocabulary (e.g., high, low, loud, soft, fast, slow, long, and short)</p> <p>6c - explore and identify various sounds using selected classroom instruments</p> <p>6d - aurally distinguish between the voices of men, women, and children</p> <p>6e - demonstrate an awareness of same, different, and repeated patterns in melody, rhythm, text, and sections of music</p>	<p>7a - evaluate musical performances of themselves and others</p> <p>7b - explain personal preferences for specific musical works using appropriate vocabulary</p>

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{ D : cultural and Historical context }

AKS	understand relationships between music, the other arts, and disciplines outside the arts	understand music in relation to history and culture	move, alone and with others, to a varied repertoire of music
GCPS CODE	(GPS) (KGM_D2011-8)	(GPS) (KGM_D2011-9)	(GPS) (KGM_D2011-10)
Indicators of Achievement	<p>8a - participate in song stories, singing games, chants, poems, and musical dramatizations</p> <p>8b - describe the relationship between music and disciplines outside the arts</p>	<p>9a - sing, listen, and/or move to music from various historical periods and cultures (e.g., holidays)</p> <p>9b - describe how sounds and music are used in daily lives</p> <p>9c - demonstrate appropriate audience behavior for the context and style of music performed</p>	<p>10a - respond to contrasts and events in music with gross locomotor and non-locomotor movements</p> <p>10b - respond to a steady beat through moving</p>