



St. Mel's Catholic School

**Music Guidelines**  
**Diocese of Sacramento**  
**Kindergarten**  
**Artistic Perception**

1. Students listen to and analyze music critically, using the vocabulary and language of music. Students identify simple forms and elements of music, when presented aurally.

*Dynamics*

1.1 Be able to tell loud and soft sounds apart.

*Pitch*

1.2 Be able to tell high and low tones apart.

1.3 Be able to hear when tones are getting higher or lower.

*Rhythm*

1.4 Be able to hear a steady beat.

1.5 Be able to tell long and short sounds apart.

1.6 Be able to tell fast and slow tempos apart.

*Harmony*

1.7 Be able to hear when only one voice is playing or singing.

1.8 Be able to hear when more than one voice or instrument is playing at the same time.

*Form*

1.9 Be able to hear echo.

1.10 Be able to hear different sections.

2. Students demonstrate perceptual skills by moving to music, answering questions about music, and describing aural examples of music.

*Form*

2.1 Be able to move your body to show you hear different sections.

*Style*

2.2 Be able to say what you think of the music you hear.

2.3 Be able to move your body to the music you hear.

**Creative Expression**

3. Students sing or perform on an instrument on pitch and in rhythm, with appropriate timbre, diction, and posture, and maintain a steady tempo. Students improvise melodies, variations, and accompaniments.

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*Dynamics*

3.1 Be able to make loud and soft sounds when singing, clapping, stomping and playing class instruments.

3.2 Be able to whisper, speak, sing, and call with the correct loudness.

*Pitch*

3.3 Be able to speak with high and low tones.

3.4 Be able to produce high and low tones on classroom instruments.



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### *Rhythm*

3.5 Be able to clap and stomp a steady beat and make a steady beat on class instruments.

3.6 Be able to sing long and short sounds and make long and short sounds on class instruments.

### *Form*

3.7 Be able to make an echo by calling, singing, and playing class instruments.

### **Historical and Cultural Context**

4. Students listen to and describe aural examples of music of various styles representing diverse cultures.

### *History/Style*

4.1 Be able to say what you think of the music you hear.

5. Students identify a variety of instruments from various cultures and describe how they sound.

### *Tone Color*

5.1 Be able to say what you think of the music you hear.

5.2 Know about music that expresses Catholic beliefs and is used in Church ceremonies and traditions.

### **Aesthetic Valuing**

6. Students are able to take care of equipment and be a good audience.

### *Performance Skills*

6.1 Be able to play class instruments correctly and use them for no other purpose.

6.2 Be able to put instruments away in the correct way.

### *Audience Skills*

6.3 Be able to listen quietly and pay attention to performances.

6.4 Know when and how to clap at a performance.

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