

Kindergarten Music

Learning Objectives Checklist

The students will:

	become aware of sounds in a variety of settings, both natural and constructed
	use own words to describe the sources, functions, characteristics, and qualities of sounds
	develop awareness of rhythm, pitch, and dynamics in speech, music, and the environment
	develop awareness of beat in speech, music, and the environment
	develop awareness of fast/slow paces in speech, music, and the environment
	develop an awareness of the relative length of sounds in speech, music, and the environment
	develop an awareness of high/low sounds in speech, music, and the environment
	develop an awareness of patterns of same and different sounds in speech, music, and the environment
	develop an awareness of loud/soft sounds in speech, music, and the environment
	experiment with the voice and instruments by creating and imitating sounds
	begin to develop the ability to match pitch
	develop the ability to distinguish between the speaking voice and the singing voice
	become aware of differences between own voices and those of others
	become aware of differences of sound between one sound object/instrument and another
	experiment with a variety of simple found objects and selected instruments
	discuss images and expressive qualities evoked by music expressions
	talk about sources of own ideas for music (e.g., feeling, memory, imagination)
	with teacher support, make basic decisions about an idea and the sounds or instruments to be used in creating a music expression
	think and talk about basic decisions made in creating music expressions (e.g., length of piece, sounds to be used, order of sounds)
	engage in non-verbal communication by creating sounds to convey particular images or expressive qualities
	listen to a variety of contemporary and historical music
	listen to the music of Saskatchewan and Canadian musicians and composers, including First Nation and Métis artists
	listen to the music of a diverse range of cultural groups
	begin to understand that there are many kinds of music
	listen to music with curiosity
	show interest in knowing more about a piece of music and the musician or composer
	respond to pieces of music verbally and non-verbally (e.g., through movement or drawing)

Comments: