

**Elementary Music Philosophy Statement**

Waukeee students will explore music through diverse and collaborative experiences to foster growth of their own understanding and to express their creative ideas. Students will connect their musical experiences with their classmates, school, local, and global communities.

	<b>Progress Report Statements</b>	<b>Associated Essential Outcomes</b>
<b>1</b>	Demonstrates a steady beat	S1:A1.K With guidance, explore and experience music concepts (such as beat and melodic contour) (MU:Cr1.1.Ka)
<b>2</b>	Moves voice higher and lower in a guided activity to demonstrate a singing voice	S2:A5.K With guidance, demonstrate awareness of expressive qualities (such as voice quality, dynamics, and tempo) that support the creators' expressive intent (MU:Pr4.3.Ka) S3:B1.K With guidance, demonstrate awareness of expressive qualities (such as dynamics and tempo) that reflect creators' / performers' expressive intent (MU:Re8.1.Ka) S2:C1.K With guidance, perform music with expression (MU:Pr6.1.Ka)
<b>3</b>	Identifies musical opposites (high/low, fast/slow, loud/quiet, long/short)	S2:A2.K With guidance, explore and demonstrate awareness of music contrasts (such as high/low, loud/soft, same/different) in a variety of music selected for performance (MU:Pr4.2.Ka) S2:A5.K With guidance, demonstrate awareness of expressive qualities (such as voice quality, dynamics, and tempo) that support the creators' expressive intent (MU:Pr4.3.Ka) S3:B1.K With guidance, demonstrate awareness of expressive qualities (such as dynamics and tempo) that reflect creators' / performers' expressive intent (MU:Re8.1.Ka) S2:C1.K With guidance, perform music with expression (MU:Pr6.1.Ka)
<b>4</b>	Recognizes connections between music and themselves	S4:B1.K Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life (MU:Cn11.0.Ka)

WCSD General Music Curriculum  
**Kindergarten Music Progress Report Statements**



**Progress Report Statement #1:**

Demonstrates a steady beat

**Essential Outcomes**

- S1.A1.K With guidance, explore and experience music concepts (such as beat and melodic contour) (MU:Cr1.1.Ka)

Exceeds	Secure	Developing	Beginning
I can demonstrate understanding beyond the secure criteria.  EX: I can find <u>and</u> maintain a steady beat.	I can maintain a steady beat.	I can demonstrate some understanding of the secure criteria and/or reminders, hints, and suggestions are needed to promote understanding	I show little understanding of the concept and / or significant teacher support is needed

**Progress Report Statement #2:**

Moves voice higher and lower in a guided activity to demonstrate a singing voice

**Essential Outcomes**

- S2:A5.K With guidance, demonstrate awareness of expressive qualities (such as voice quality, dynamics, and tempo) that support the creators' expressive intent (MU:Pr4.3.Ka)
- S3:B1.K With guidance, demonstrate awareness of expressive qualities (such as dynamics and tempo) that reflect creators' / performers' expressive intent (MU:Re8.1.Ka)
- S2:C1.K With guidance, perform music with expression (MU:Pr6.1.Ka)

Exceeds	Secure	Developing	Beginning
I can demonstrate understanding beyond the secure criteria.	I can move my voice higher and lower while using a singing voice.	I can demonstrate some understanding of the secure criteria and/or reminders, hints, and suggestions are needed to promote understanding	I show little understanding of the concept and / or significant teacher support is needed

WCSD General Music Curriculum  
**Kindergarten Music Progress Report Statements**



**Progress Report Statement #3:**

Identifies musical opposites (high/low, fast/slow, loud/quiet, long/short)

**Essential Outcomes**

- S2:A2.K With guidance, explore and demonstrate awareness of music contrasts (such as high/low, loud/soft, same/different) in a variety of music selected for performance (MU:Pr4.2.Ka)
- S2:A5.K With guidance, demonstrate awareness of expressive qualities (such as voice quality, dynamics, and tempo) that support the creators' expressive intent (MU:Pr4.3.Ka)
- S3:B1.K With guidance, demonstrate awareness of expressive qualities (such as dynamics and tempo) that reflect creators' / performers' expressive intent (MU:Re8.1.Ka)
- S2:C1.K With guidance, perform music with expression (MU:Pr6.1.Ka)

Exceeds	Secure	Developing	Beginning
I can demonstrate understanding beyond the secure criteria.	I can identify sounds that are high and low, fast and slow, loud and quiet, and long and short.	I can demonstrate some understanding of the secure criteria and/or reminders, hints, and suggestions are needed to promote understanding	I show little understanding of the concept and / or significant teacher support is needed

**Progress Report Statement #4:**

Recognizes connections between music and themselves

**Essential Outcomes**

- S4:B1.K Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life (MU:Cn11.0.Ka)

Exceeds	Secure	Developing	Beginning
I can demonstrate understanding beyond the secure criteria.	I can recognize connections between music and myself.  <i>Ex: I can explain why a piece of music interests me. I can name the ways I am similar to a musician or composer.</i>	I can demonstrate some understanding of the secure criteria and/or reminders, hints, and suggestions are needed to promote understanding	I show little understanding of the concept and / or significant teacher support is needed