



**SUBJECT AREA EC ARTISTIC EXPRESSION - MUSIC**

**STANDARDS DOCUMENT(S)** [Aprendizajes Clave para la Educación Integral](#)

<b>CONTEXT</b>	The Aprendizajes Clave/Sustantivos were created for native Spanish speakers, and the Common Core Kinder Standards were created for native English speakers. The vast majority of our EC students are native Spanish speakers learning English who have an extra year of elementary (P1) in which to develop some of the preschool skills outlined in both those documents. For that reason, it's not enough to translate the Aprendizajes Claves or Sustantivos into English and use those, or to use the Common Core Kinder standards. Instead, we need to modify and adjust the expectations in both those documents to fit this specific and unique situation, while also accounting for those students who are advanced or native speakers of English and for students who speak neither Spanish nor English. In addition, for some learning standards, students are expected to express themselves in English, but for other standards the focus is on higher order thinking skills so students can express themselves in their language of choice, and teachers model how to say it using English and encourage students to repeat it when appropriate.
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**CATEGORY 1: FOUNDATIONAL SKILLS**

STRAND	NURSERY	PREKINDER	KINDER
<b>FAST AND SLOW</b>	Recognizes music that is fast and slow and responds with body movements.	Recognizes music that is fast and slow and responds with body movements and percussion instruments.	Recognizes music that is fast and slow and responds with body movements and percussion instruments following the beat.
<b>LOUD AND SOFT</b>	Recognizes loud and soft and responds by performing them with their voice and body movement.	Recognizes loud and soft and responds by performing them with their voice, body movement and with percussion instruments.	Recognizes loud and soft and responds performing them with their voice, body movement and with percussion instruments following a specific rhythm.
<b>MUSIC NOTATION</b>	---	Identifies quarter notes and quarter note rests.	Follows quarter notes, eighth notes and rests. Names the music notes: Do, re, mi, fa, sol, la, ti.
<b>INSTRUMENTS</b>	Recognizes percussion instruments such as: sticks, shakers, and castanets.	Recognizes percussion instruments such as: sticks, shakers, castanets, tambourines, boomwhackers, and drums.	Recognizes and names percussion instruments such as: sticks, shakers, castanets, tambourines, boomwhackers, xylophones, drums, and handbells.

**CATEGORY 2: PERFORMANCE/RESPONSE**

STRAND	NURSERY	PRE-KINDER	KINDER
<b>SINGING</b>	Reproduces a melody and sings following the teacher.	Reproduces a melody and sings on pitch following the teacher.	Reproduces a melody and sings on pitch independently.
	Sings part of a song in English and Spanish.	Follows along to sing a complete song in English and Spanish.	Remembers lyrics in English and Spanish and sings a song independently.
	With support modulates volume when singing in different ways (sing, scream, whisper, talk).	Modulates volume when singing in different ways (sing, scream, whisper, talk).	Modulates volume when singing on pitch in different ways (sing, scream, whisper, talk).
	Performs grade level appropriate songs for special holidays or festivities.	Performs grade level appropriate songs for special holidays or festivities. Some students may perform independently.	Independently performs grade level appropriate songs for special holidays or festivities.
<b>DANCING AND MOVING</b>	Uses body movements in response to music as a form of self expression.	Dances through music as a form of self expression, creating their own movements.	Dances through music as a form of self expression, creating their own movements and following the beat.
	Discovers rhythm and beat through stomping, clapping and using scarfs, bean bags or instruments.	Follows rhythm and beats through stomping, clapping and using scarfs, bean bags or instruments.	Accurately follows rhythm and beats through stomping, clapping and using scarfs, bean bags or instruments.

	Performs locomotor skills (hopping, jumping, sitting, running, walking) with music.	Performs locomotor skills (hopping, jumping, sitting, running, walking) with music following a specific rhythm with teacher support.	Performs locomotor skills (hopping, jumping, sitting, running, walking) with music following a specific rhythm.
	Uses creative dance movements to express diverse notions of spatial relations (in, out, close, far, up, down).	Uses creative dance movements to express diverse notions of spatial relations (in, out, close, far, up, down, in a circle, straight, diagonal).	Uses creative dance movements to express diverse notions of spatial relations (in, out, close, far, up, down, in a circle, straight, diagonal, zigzag, spiral, spinning, in front, behind).
	Begins to demonstrate stability and balance, maintaining momentary stillness when music stops following the teacher.	Demonstrates stability and balance, maintaining momentary stillness when music stops.	Demonstrates stability and balance, maintaining momentary stillness with different styles of music while holding objects.
<b>PLAYING INSTRUMENTS</b>	Plays percussion instruments and is able to control movements responding to instructions such as fast, slow and stop.	Plays percussion instruments and is able to control movements responding to instructions such as fast, slow and stop, following the beat of a song.	Plays percussion instruments and is able to control movements responding to instructions such as fast, slow and stop, following the beat of a song and specific rhythms.
<b>LISTENING</b>	Identifies melodies or sounds by responding with specific movements.	Matches the sound with the percussion instrument that created it.	Identifies high and low sounds.

### CATEGORY 3: CONNECTIONS

STRAND	NURSERY	PRE-KINDER	KINDER
<b>LITERATURE</b>	Listens to stories that have songs to relate literature with music.	Listens to stories that have songs and sings in a group with the story.	Listens to stories that have songs and sings and plays percussion instruments with the story.
<b>LANGUAGE</b>	Uses music as a tool to reinforce vocabulary in English such as colors, body parts, numbers.	Use music as a tool to reinforce vocabulary in English such as colors, body parts, numbers, days of the week and animals.	Uses music as a tool to reinforce vocabulary in English such as colors, body parts, numbers, days of the week, feelings, clothes, etc.
<b>MATH</b>	Sings songs about numbers and counts with the beats teacher support while playing percussion instruments.	Independently counts beats while playing percussion instruments.	Independently counts beats while playing percussion instruments and begins to relate music notation and measures to math.
<b>GEOGRAPHY</b>	Recognizes mariachi music and the instruments used.	Listens to and learns about music in other countries and plays instruments to accompany traditional songs.	Listens to and learns about music all around the world and the characteristic instruments used.