

# Kindergarten Scope & Sequence

Adopted 2015, Revised 2018

TEKS	BISD Clarification	Clarification Documents
<b>Foundations: music literacy</b> The student describes and analyzes musical sound.		
K.1A = Identify the differences between the five voices, including singing, speaking, inner, whispering and calling voices	See Clarification Document (SCD)	<a href="#">K.1A Clarification Document</a>
K.1B = Identify the timbre of adult and child singing voices	Male voice, female voice, child singing voice	<a href="#">K.1B Clarification Document</a>
K.1C = Identify the timbre of instrument families	Introduction of instrument family sounds	<a href="#">K.1C Clarification Document</a>
K.1D = Identify same/different in beat/rhythm, higher/lower, louder/softer, faster/slower, and simple patterns in musical performances	SCD	<a href="#">K.1D Clarification Document</a>
K.1E = Identify beat, rhythm, and simple two-tone or three-tone melodies using iconic representation	SCD	<a href="#">K.1E Clarification Document</a>
<b>Creative expression:</b> The student performs a varied repertoire of developmentally appropriate music in informal or formal settings.		
K.2A = Sing or play classroom instruments independently or in groups	<u>Vocal exploration, echo songs, call &amp; response (identical responses)</u> , songs that reinforce known pitches & rhythms, produce Do	<a href="#">K.2A Clarification Document</a>

K.2B = Sing songs or play classroom instruments from diverse cultures and styles independently or in groups	Songs representative of cultures (within the <b><u>school community</u></b> )	<a href="#"><u>K.2B Clarification Document</u></a>
K.2C = Move alone or with others to a varied repertoire of music using gross and fine locomotor and non-locomotor movement	<b><u>Stationary movement, finger plays, stationary circle, locomotor movement, moving circle</u></b>	<a href="#"><u>K.2C Clarification Document</u></a>
K.2D = Perform simple partwork, including beat versus rhythm	SCD	<a href="#"><u>K.2D Clarification Document</u></a>
K.2E = Perform music using louder/softer and faster/slower	SCD	<a href="#"><u>K.2E Clarification Document</u></a>

<b>Historical and cultural relevance:</b> The student examines music in relation to history and cultures.		
K.3A = Sing songs and play musical games, including rhymes, folk music, and seasonal music	SCD	<a href="#"><u>K.3A Clarification Document</u></a>
K.3B = Identify simple interdisciplinary concepts related to music	Language arts (literature); math (counting); social studies (culture, peer relationships)	<a href="#"><u>K.3B Clarification Document</u></a>
<b>Critical evaluation and response:</b> The student listens to, responds to, and evaluates music and musical performances.		
K.4A = Identify and demonstrate appropriate audience behavior during live or recorded performances	Learn to sit still, no talking, quiet hands, appropriate applause during school performances and classroom performances	<a href="#"><u>K.4A Clarification Document</u></a>
K.4B = Identify steady beat in musical performances	Utilize recorded music, teacher performance, peer performance	<a href="#"><u>K.4B Clarification Document</u></a>
K.4C = Compare same/different in beat/rhythm, higher/lower, louder/softer, faster/slower and simple patterns in musical performances	Utilize recorded music, teacher performance, peer performance	<a href="#"><u>K.4C Clarification Document</u></a>