



Archdiocese of Washington Catholic Schools

Academic Standards

Music

Preschool

Standard 1 – PERFORMING MUSIC: Singing alone or with others

Young children readily sing and perform to catchy music or commercials on the radio or television. They begin to sing melodic patterns and songs with an appropriate tone quality, attempting to match the pitch and maintain a steady tempo.

- P.1.1 Hum or sing along to tune playing on an audio-visual device, such as a radio or television.
- P.1.2 Sing favorite songs from memory.
- P.1.3 Echo short melodic patterns sung by the teacher.
- P.1.4 Moderate vocalizations to tempo and dynamics of music.

Standard 2 – PERFORMING MUSIC: Playing an instrument alone or with others

Throughout the early childhood years children are learning to do new things with their bodies. They like to keep time and hear others make music.

- P.2.1 Moderate movements to the tempo and dynamics of music.
Example: While listening to music have students march in place and/or clap faster or slower in time to the tempo of the music.
- P.2.2 Play classroom instruments while attempting to maintain a steady beat.

Standard 3 – CREATING MUSIC: Improvising melodies, variations and accompaniments

Young children enjoy using real or improvised musical instruments.

- P.3.1 Spontaneously explore sounds produced by striking a variety of materials.
Example: Students strike pots, pans, wooden spoons, wooden blocks and other materials found in the classroom to improvise simple rhythms.



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- P.3.2 Dance, sway, tap toes, jump, hop or clap to music alone or with others.
- P.3.3 Choose real or improvised instruments to play along with an instrument heard.
Example: Young children may play an “air guitar” or an imaginary piano to a song they hear.
- P.3.4 Respond positively to transitions from desired to less desired activities when paired with music.
Example: When it is time for students to move from free play time to a more structured instructional activity, the teacher and students sing a clean-up song.

Standard 4 – CREATING MUSIC: Composing and arranging music within specified guidelines

Students create short rhythmic and melodic patterns.

- P.4.1 Produce rhythmic patterns to familiar songs.
- P.4.2 Create own alternate pattern/action for a finger play to a familiar song.

Standard 5 – RESPONDING TO MUSIC: Reading, notating, and interpreting music

Young children are just beginning to recognize that symbols can be representative of sounds and read iconic notations as representations of melodic patterns and rhythms.

- P.5.1 Follow repetitive patterns of movements.
Example: Use a series of short and long lines to show students a pattern and have them repeat this pattern using their hands or an improvised instrument.

Standard 6 – RESPONDING TO MUSIC: Listening to, analyzing and describing music

Students begin to differentiate various vocal, instrumental, and environmental sounds. They identify and demonstrate appropriate listening behavior.

- P.6.1 Distinguish among the sounds of several common instruments.



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- P.6.2 Distinguish vocal, instrument and environmental sounds.
- P.6.3 Identify and demonstrate appropriate listening behavior.

Standard 7 – RESPONDING TO MUSIC: Evaluating music and music performances

As young children talk about music and grow in their appreciation of music and movement, they acquire a gift that will bring them great pleasure throughout their lives.

- P.7.1 Show appreciation for music.
Example: Students smile or laugh when music is played.
- P.7.2 Establish simple criteria to evaluate classroom music activities.
Example: Ask students to tell you whether or not they enjoy a musical selection or activity and to share their reasons for their likes and dislikes.
- P.7.3 Request certain songs and/or finger plays.

Standard 8 – RESPONDING TO MUSIC: Understanding relationships between music, the other arts and disciplines outside the arts.

Students express musical concepts in non-musical ways.

- P.8.1 Use words and concepts learned through music in non-musical activities.
Example: Ask students to close their eyes and identify rhythmic patterns they may hear. This might be the ticking of a clock, the dripping of the faucet or bouncing balls.

Standard 9 – RESPONDING TO MUSIC: Understanding music in relation to history and culture

Young children experience music in daily life, from various eras and cultures.

- P.9.1 Identify in daily life where music is appreciated.
- P.9.2 Experience music from different cultures through singing, listening and/or moving.
- P.9.3 Discuss the concept of a musician.