

A Guide to the Colorado Academic Standards



Working Together

To support families and teachers in realizing the goals of the Colorado Academic Standards, this guide provides an overview of the learning expectations for Kindergarten Music. This guide offers some learning experiences students may engage in during this school year, experiences that may also be supported at home.

Why Standards?

Created by Coloradans for Colorado students, the Colorado Academic Standards provide a grade-by-grade road map to help ensure students are successful in college, careers, and life. The standards aim to improve what students learn and how they learn in ten content areas – emphasizing critical-thinking, creativity, problem solving, collaboration, and communication as important life skills in the 21st century.

Music Education for Elementary Schools (k-5)

The music standards in the elementary years focus on General Music knowledge and skills to ensure a solid foundation for more specialized musical study in later years (band, choir, orchestra, composing, arranging). In each elementary grade, students investigate and perform various music styles and genres, examine the language of music through identifying and writing simple music notation, consider simple musical composition processes, and develop the ability to describe their own musical preferences as well as critique the music of others.

Where can I learn more?

- Contact your school district regarding local decisions related to standards, curriculum, resources, and instruction.
- Colorado Academic Standards Booklets: <http://www.cde.state.co.us/standardsandinstruction/GradeLevelBooks.asp>
- Karol Gates, Colorado Arts Content Specialist at 720-202-9268, Gates_k@cde.state.co.us



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At the end of
Kindergarten,
students can...

The Colorado Academic Standards in Music are organized by elements of the Creative Process:
Perform/Present → Create → Know/Comprehend → Critique/Evaluate/Refine

Music Learning Expectations for Kindergarten

Expression of Music (Perform/Present)

Participate in music activities, such as listening, singing or performing; respond to rhythmic patterns and elements of music using expressive (with emotion) movement.

Creation of Music (Create)

Improvise movement and sound responses (clapping, drumming on objects) to music.

Theory of Music (Know/Comprehend)

Recognize a wide variety of sounds and sound sources (voice, strings, brass, horns); describe and respond to musical elements such as beat (rhythm), tone, speed of music; identify musical opposites-loud/soft, high/low, long/short.

Aesthetic Valuation of Music (Critique/Evaluate/Refine)

Express feelings experienced when performing or listening to music; recognize music in daily life.

Throughout Kindergarten, you may find students successfully applying the elements of the creative process by...

- Moving while following the teacher's movements; imitating different types of music rhythms and patterns through clapping, moving, and playing; demonstrating musical awareness by moving freely and creatively.
- Speaking, chanting, and singing expressively; participating in singing games.
- Experimenting with a variety of instruments (maracas, rhythm sticks, bells, tambourines, drums, sand blocks, and shakers).
- Listening to music from diverse genres (Popular, Blues, Folk, Patriotic); describing music and sources of sound (drums, stringed instruments).
- Discussing or describing connections between music and feelings; discussing music heard in different places (cars, homes, and stores).
- Listening attentively to recorded and live musical productions.

