

**Fine Arts Music Standards and Benchmarks – Kindergarten  
Body of Knowledge**

**Goal 25:** Knows the language of the arts.

*Learning Standard A: Demonstrates an understanding of the sensory elements, organizational principles and expressive qualities in each of the arts.*

Benchmarks	Body of Knowledge	Performance Tasks	Assessment
Differentiates among sounds and know the difference between sound and silence.	<ul style="list-style-type: none"> <li>Recognizes the difference between sound and silence</li> <li>Identifies a variety of environmental and musical sound sources.</li> </ul>		
Recreates given sounds.	<ul style="list-style-type: none"> <li>Imitates various environmental and musical sounds.</li> </ul>		

**Goal 25:** Knows the language of the arts.

*Learning Standard B: Describes similarities, differences and connections within the arts.*

Benchmarks	Body of Knowledge	Performance Tasks	Assessment
Discriminates between opposites of musical elements (high/low, loud/soft, fast/slow, short/long, “smooth”/”jerky”).	<ul style="list-style-type: none"> <li>Demonstrates an awareness of opposite musical elements, such as high/low, loud/soft, fast/slow, short/long, and “smooth”/”jerky”.</li> </ul>		
Identifies tone colors (e.g., man, woman, piano).	<ul style="list-style-type: none"> <li>Recognizes that there are differences in sound quality between voices and instruments, such as man, woman, and piano.</li> </ul>		

**Goal 26:** Through creating and performing, understands how works of art are produced.

*Learning Standard A: Describes and/or demonstrates how works of art are produced.*

Benchmarks	Body of Knowledge	Performance Tasks	Assessment
Identifies classroom instruments.	<ul style="list-style-type: none"> <li>Knows various classroom instruments, such as drum, triangle and rhythm sticks.</li> </ul>		

**Fine Arts Music Standards and Benchmarks – Kindergarten  
Body of Knowledge**

**Goal 26:** Through creating and performing, understands how works of art are produced.

*Learning Standard B: Creates and/or performs in one or more of the arts.*

<b>Benchmarks</b>	<b>Body of Knowledge</b>	<b>Performance Tasks</b>	<b>Assessment</b>
Demonstrates a variety of vocal sounds.	<ul style="list-style-type: none"> <li>Replicates various vocal sounds, such as humming, singing, and chanting.</li> </ul>		
Improvises with classroom instruments.	<ul style="list-style-type: none"> <li>Performs with classroom instruments, such as drums, triangles, and rhythm sticks.</li> </ul>		

**Goal 27:** Understands the role of the arts in civilizations, past and present.

*Learning Standard A: Describes the role of the arts in civilizations, past and present.*

<b>Benchmarks</b>	<b>Body of Knowledge</b>	<b>Performance Tasks</b>	<b>Assessment</b>
Identifies style (e.g., march, lullaby) of selected music.	<ul style="list-style-type: none"> <li>Knows the characteristics of a march (e.g., strong steady beat, use of drums, loud).</li> <li>Knows the characteristics of a lullaby (e.g., soft, slow).</li> </ul>		
Relates elements of music to literature (e.g., poetry, picture books).	<ul style="list-style-type: none"> <li>Recognizes that musical elements, such as repetition, rhyme and rhythm can also be found in literature.</li> </ul>		
Sings selected traditional folk songs.	<ul style="list-style-type: none"> <li>Knows the difference between speaking and singing voices.</li> </ul>		