





Map of the Foundations

 → **Visual and Performing Arts**

 → **Music**

 → **1.0 Notice, Respond, and Engage***

<i>At around 48 months of age</i>	<i>At around 60 months of age</i>
<p> → 1.1 Sustain attention and begin to reflect verbally about music; demonstrate familiarity with words that describe music.</p>	<p> ← 1.1 Verbally reflect on music and describe music by using an expanded vocabulary.</p>
Examples	Examples
<ul style="list-style-type: none"> • Selects the book <i>Ben's Trumpet</i> and says, "I can play the horn just like they do at the Zigzag Club." • Picks up a music triangle and communicates, "I can make it ring three times." • Communicates, "I'm playing the drum." • Asks for the pair of maracas during singing and dance time.[†] 	<ul style="list-style-type: none"> • Communicates, "That sounds just like "Happy Birthday to You" when teacher introduces the song "Good Morning to You." • Imitates tooting a horn or bowing a violin. • Demonstrates or says, "I'm the conductor." • Communicates, "I know that song; that's the one my grandma sings to me," after hearing the first few seconds of a compact disc (CD).

 → *Children who are deaf or hard of hearing will not notice, respond, or engage with music in the same way as peers who hear music. They may respond to vibrations, certain tones, or volume.
[†]Maracas are heard in many forms of Latin music and are also used in pop and classical music. They are characteristic of the music of Cuba, Puerto Rico, Colombia, Venezuela, Mexico, Jamaica, and Brazil.