

General Music: Grade K

Adopted 2015

Creating

1. Generate and conceptualize artistic ideas and work

- a. With appropriate guidance, explore, experience, and improvise musical concepts (e.g. beat and melodic contour).
 - b. With appropriate guidance, explore musical features (e.g. movement, vocalizations, or instrumental accompaniments).
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2. Organize and develop artistic ideas and work

- a. With appropriate guidance, demonstrate and choose favorite musical ideas (e.g. singing and playing instruments).
 - b. With appropriate guidance, organize personal musical ideas using notation (e.g. iconic notation and/or recording technology).
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3. Refine and complete artistic work

- a. With appropriate guidance, apply personal, peer, and teacher feedback in refining personal musical ideas.
 - b. With appropriate guidance, demonstrate a final version of personal or collective musical ideas to peers.
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Performing

4. Select, Analyze and Interpret artistic work for performance

- a. With appropriate guidance, demonstrate and state personal interest in varied musical selections.
 - b. With appropriate guidance, explore and demonstrate musical contrasts of music selected for performance (e.g. high/low, loud/soft, same/different, and fast/slow).
 - c. With appropriate guidance, read and perform rhythmic and melodic patterns using notation (e.g. iconic notation).
 - d. With appropriate guidance, explore musical concepts (e.g. voice quality, movement, dynamics, tempo, and melodic contour).
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5. Develop and refine artistic techniques and work for presentation

- a. With appropriate guidance, apply personal, teacher, and peer feedback to refine performances (e.g. technique and stage presence).
- b. With appropriate guidance, use suggested strategies in rehearsal to improve expression in music.

6. Convey meaning through the presentation of artistic work

- a. With appropriate guidance, perform music with expression (e.g. tone and tempo).
 - b. Perform appropriately for the audience and occasion.
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Responding

7. Perceive and analyze artistic work

- a. With appropriate guidance, list personal musical interests.
 - b. With appropriate guidance, demonstrate musical concepts (e.g. beat or melodic direction).
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8. Interpret intent and meaning in artistic work

- a. With appropriate guidance, identify expressive attributes that reflect creators'/performers' expressive intent (e.g. mood and emotion).
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9. Apply criteria to evaluate artistic work

- a. With appropriate guidance, apply teacher-provided criteria to evaluate musical works and performances.
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Connecting

10. Synthesize and relate knowledge and personal experiences to make art.

- a. With appropriate guidance, express personal preferences in music.
 - b. With appropriate guidance, explore various uses of music in daily experiences (e.g. songs of celebration, game songs, marches, T.V., movie, and video game sound tracks, dance music, and work songs).
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11. Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.

- a. With appropriate guidance, explore relationships between music and other content areas (e.g. dance, visual art, dramatic arts, literature, science, math, social studies, and language arts).
- b. With appropriate guidance, explore how context (e.g. social, cultural, and historical) can inform a performance.