

# Kindergarten

**CONNECT: Explore and relate artistic ideas and works to past, present, and future societies and cultures.** **CN**

**1 Relate musical ideas and works with personal, societal, cultural, historical, and daily life contexts, including diverse and marginalized groups.** **K.CN.1**

- 1 Identify the similarities and differences of music representing diverse global communities. **K.CN.1.1**
  - 2 Identify how music is used in school and in daily life. **K.CN.1.2**
  - 3 Describe how music is used in personal experiences. **K.CN.1.3**
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**2 Explore advancements in the field of music.** **K.CN.2**

- 1 Identify the various roles of individuals that contribute to the creation and production of music, such as singers, instrumentalists, composers, conductors, etc. **K.CN.2.1**
  - 2 Identify music that is created with technology tools. **K.CN.2.2**
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**CREATE: Create and adapt new artistic ideas and work individually or collaboratively.** **CR**

**1 Create original musical ideas and works, independently and collaboratively.** **K.CR.1**

- 1 Improvise rhythmic patterns and 2-pitch melodic patterns. **K.CR.1.1**
  - 2 Notate 4-8 beats of original rhythmic ideas using iconic notation that incorporate grade-level appropriate rhythms. **K.CR.1.2**
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**2 Adapt original musical ideas and works, and those of peers and other artists, independently and collaboratively.** **K.CR.2**

- 1 Create soundscapes using a variety of traditional and non-traditional sound sources. **K.CR.2.1**
  - 2 Explain the difference between original and copied musical ideas or works. **K.CR.2.2**
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**PRESENT: Present, perform, produce, and develop artistic ideas and works.** **PR**

**1 Perform music from a variety of styles, cultures, and genres.** **K.PR.1**

- 1 Improve musical skills by incorporating feedback from instructors. **K.PR.1.1**
- 2 Read iconic notation to sing or play melodic patterns with at least two pitches and rhythmic patterns with quarter note and beamed eighth pairs in a variety of meters. **K.PR.1.2**
- 3 Perform a steady beat in isolation and when singing or playing in unison. **K.PR.1.3**
- 4 Demonstrate opposites in tempos, form, texture, and dynamics. **K.PR.1.4**

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**2 Develop musical presentations.** K.PR.2

- 1 Name the production elements needed to develop formal and informal performances. K.PR.2.1
  - 2 Identify appropriate audience and performer etiquette. K.PR.2.2
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**RESPOND: Analyze and evaluate how the arts communicate.** RE

**1 Analyze musical works from a variety of styles, cultures, and genres including response through moving, singing, playing instruments, or content-specific vocabulary.** K.RE.1

- 1 Identify opposites in tempos, form, texture, and dynamics in aural or written musical works. K.RE.1.1
  - 2 Describe emotions evoked by a given musical work. K.RE.1.2
  - 3 Identify a variety of instruments and vocal timbre types by sound, including sing, speak, whisper, and shout. K.RE.1.3
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**2 Evaluate musical works using content-specific vocabulary.** K.RE.2

- 1 Describe personal preferences for musical works. K.RE.2.1
- 2 Provide positive feedback for others. K.RE.2.2