

# Music: General Music: Grade K

Adopted 2015

## Creating – Conceiving and developing new artistic ideas and work.

- 1. Imagine: Generate musical ideas for various purposes and contexts. CR.1**
  - a. With guidance, explore and experience music concepts (such as beat and melodic contour). CR.1.K.A
  - b. With guidance, generate musical ideas (such as movements or motives). CR.1.K.B

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- 2. Plan and Make: Select and develop musical ideas for defined purposes and contexts. CR.2**
  - a. With guidance, demonstrate and choose favorite musical ideas. CR.2.K.A
  - b. With guidance, organize personal musical ideas using iconic notation and/or recording technology. CR.2.K.B

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- 3. Evaluate and Refine: Evaluate and refine selected musical ideas to create musical work(s) that meet appropriate criteria. CR.3**
  - K. With guidance, apply personal, peer, and teacher feedback in refining personal musical ideas. CR.3.K

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- 4. Present: Share creative musical work that conveys intent, demonstrates craftsmanship, and exhibits originality. CR.4**
  - K. With guidance, demonstrate a final version of personal musical ideas to peers. CR.4.K

## Performing – Realizing artistic ideas and work through interpretation and presentation.

- 1. Select: Select varied musical works to present based on interest, knowledge, technical skill, and context. PR.1**
  - K. With guidance, demonstrate and state personal interest in varied musical selections. PR.1.K

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- 2. Analyze: Analyze the structure and context of varied musical works and their implications for performance. PR.2**
  - K. With guidance, explore and demonstrate awareness of music contrasts (such as high/low, loud/soft, same/different) in a variety of music selected for performance. PR.2.K

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- 3. Interpret: Develop personal interpretations that consider creators' intent. PR.3**
  - K. With guidance, demonstrate awareness of expressive qualities (such as voice quality, dynamics, and tempo) that support the creators' expressive intent. PR.3.K

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**4. Rehearse, Evaluate, and Refine: Evaluate and refine personal and ensemble performances, individually or in collaboration with others.** PR.4

- a. With guidance, apply personal, teacher, and peer feedback to refine performances. PR.4.K.A
  - b. With guidance, use suggested strategies in rehearsal to improve the expressive qualities of music. PR.4.K.B
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**5. Present: Perform expressively, with appropriate interpretation and technical accuracy, and in a manner appropriate to the audience and context.** PR.5

- a. With guidance, perform music with expression. PR.5.K.A
  - b. Perform appropriately for the audience. PR.5.K.B
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**Responding –  
Understanding and  
evaluating how the arts  
convey meaning.**

**1. Select: Choose music appropriate for a specific purpose or context.** RE.1

- K. With guidance, list personal interests and experiences and demonstrate why they prefer some music selections over others. RE.1.K
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**2. Analyze: Analyze how the structure and context of varied musical works inform the response.** RE.2

- K. With guidance, demonstrate how a specific music concept (such as beat or melodic direction) is used in music. RE.2.K
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**3. Interpret: Support interpretations of musical works that reflect creators'/performers' expressive intent.** RE.3

- K. With guidance, demonstrate awareness of expressive qualities (such as dynamics and tempo) that reflect creators'/performers' expressive intent. RE.3.K
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**4. Evaluate: Support evaluations of musical works and performances based on analysis, interpretation, and established criteria.** RE.4

- K. With guidance, apply personal and expressive preferences in the evaluation of music. RE.4.K