

# GENERAL MUSIC: KINDERGARTEN

## ACADEMIC STANDARDS



**CATALINA FOOTHILLS SCHOOL DISTRICT**

Approved by Governing Board on June 27, 2017



## STANDARDS FOR GENERAL MUSIC KINDERGARTEN

### **CREATING (Imagine)**

#### **Conceiving and developing new artistic ideas and work**

MU.Cr1.1.K Demonstrate knowledge of musical concepts with appropriate guidance (required: steady beat, melodic contour, fast/slow tempo, loud/soft dynamics, high/low pitch, and long/short duration).

MU.Cr1.2.K Identify musical features with appropriate guidance (required: variety of sounds, including voice and various instruments; for example: whisper, talk, sing; classroom instruments, families of instruments – string, woodwind, brass, percussion).

### **CREATING (Plan and Make)**

#### **Conceiving and developing new artistic ideas and work**

MU.Cr2.1.K Choose and demonstrate favorite musical ideas with appropriate guidance (required: musical concepts such as beat, tempo, dynamics, pitch, and/or duration) justifying why one musical idea is preferred over the other (for example: violin vs. piano, pop singer vs. opera singer).

MU.Cr2.2.K Organize personal musical ideas using notation and/or recording technology, with appropriate guidance (required: sequence musical ideas such as, Step 1: Choose an instrument to accompany a pre-selected song, Step 2: Choose a dynamic level that fits the pre-selected song, Step 3: Create a rhythmic pattern that fits the pre-selected song, Step 4: Perform your piece.)

### **CREATING (Evaluate and Refine – Present)**

#### **Conceiving and developing new artistic ideas and work**

MU.Cr3.1.K Apply personal, peer, and/or teacher feedback in refining personal musical ideas, with guidance (for example: changing a rhythm; switching instruments, playing more softly).

MU.Cr3.2.K Present a final version of personal or collective musical ideas to peers, with guidance (for example: class concert).

### **PERFORMING (Select – Analyze – Interpret)**

#### **Realizing artistic ideas and work through interpretation and presentation**

MU.Pr1.1.K Demonstrate musical concepts in music selected for performances, with guidance (required: steady beat, melodic contour, fast/slow tempo, loud/soft dynamics, high/low pitch, and long/short duration).

MU.Pr1.2.K Read and perform rhythmic (required: quarter note/rest, barred eighths) and melodic (required: Sol-mi) patterns using notation with guidance (Required: accurate rhythm and pitch matching).

### **PERFORMING (Rehearse – Evaluate and Refine)**

#### **Realizing artistic ideas and work through interpretation and presentation**

MU.Pr2.1.K Apply personal, teacher, and/or peer feedback to refine performance and improve expression in music performances, with appropriate guidance (for example: voice quality, technique and stage presence, critiquing a recorded performance).

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## **PERFORMING (Present)**

### **Realizing artistic ideas and work through interpretation and presentation**

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MU.Pr3.1.K Perform music with accuracy (pitch and rhythm) and expression that is appropriate for the audience and occasion (for example: If the audience is your family, what music do they want to hear?).

MU.Pr3.2.K Demonstrate appropriate performance and audience behavior (for example: standing still in-between songs or clapping after a song has been performed).

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## **RESPONDING (Select – Analyze – Interpret)**

### **Understanding and evaluating how the arts convey meaning**

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MU.Re1.1.K Identify personal musical interests and experiences.

MU.Re1.2.K Describe how a specific music concept (such as beat or melodic direction) is used in music, with guidance (for example: Why is the William Tell Overture fast? Why is the Queen of the Night Aria high?).

MU.Re2.1.K Describe expressive qualities that reflect creators'/performers' intent, with guidance (for example: How did Mozart change Twinkle, Twinkle, Little Star?).

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## **RESPONDING (Evaluate)**

### **Understanding and evaluating how the arts convey meaning**

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MU.Re3.1.K Apply teacher-provided criteria to evaluate musical works and performance, with guidance.

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## **CONNECTING (Connect)**

### **Relating artistic ideas and work with personal meaning and external context.**

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MU.Cn1.1.K Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.

- identify pieces of music that are important to one's family (for example: how music is part of family traditions)
- list various uses of music in daily experiences (for example: songs for celebration, games; marches; TV shows, movies, video games soundtracks)

MU.Cn2.1.K Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

- compare relationships between music and other content areas, with guidance (for example: dance, visual art, dramatic arts, literature, science, math, social studies, and language arts).
- identify how context (social, cultural, and historical) can inform a piece of music, with guidance (for example: Why are Halloween songs scary?; required: investigate a specific composer [for example: Mozart]).