

# Kansas State Music Standards

## PreK-8 General Music


Cr	<b>Standard 1: Creating</b> – Conceiving and developing new artistic ideas and work.
	<b>Process Component Cr.1: Imagine</b> – <i>Generate musical ideas for various purposes and contexts.</i>
	<b>Process Component Cr.2: Plan and Make</b> – <i>Select and develop musical ideas for defined purposes and contexts.</i>
	<b>Process Component Cr.3: Evaluate and Refine</b> – <i>Evaluate and refine selected musical ideas to create musical work that meets appropriate criteria.</i>
Pr	<b>Process Component Cr.4: Present</b> – <i>Share creative musical work that conveys intent, demonstrates craftsmanship, and exhibits originality.</i>
	<b>Standard 2: Performing</b> – Realizing artistic ideas and work through interpretation and presentation.
	<b>Process Component Pr.1: Select</b> – <i>Select varied musical work to present based on interest, knowledge, technical skill, and context.</i>
	<b>Process Component Pr.2: Analyze</b> – <i>Analyze the structure and context of varied musical works and their implication for performance.</i>
	<b>Process Component Pr.3: Interpret</b> – <i>Develop personal interpretations that consider creators' intent.</i>
Re	<b>Process Component Pr.4: Rehearse, Evaluate, and Refine</b> – <i>Evaluate and refine personal and ensemble performances, individually or in collaboration with others.</i>
	<b>Process Component Pr.5: Present</b> – <i>Perform expressively, with appropriate interpretation and technical accuracy, and in a manner appropriate to the audience and context.</i>
	<b>Standard 3: Responding</b> – Understanding and evaluating how the arts convey meaning.
	<b>Process Component Re.1: Select</b> – <i>Choose music appropriate for a specific purpose or context.</i>
	<b>Process Component Re.2: Analyze</b> – <i>Analyze how the structure and context of varied musical works inform the response.</i>
	<b>Process Component Re.3: Interpret</b> – <i>Support interpretations of musical works that reflect creators'/performers' expressive intent.</i>
	<b>Process Component Re.4: Evaluate</b> – <i>Support evaluations of musical works and performances based on analysis, interpretation, and established criteria.</i>

Standard 1: Creating – Conceiving and developing new artistic ideas and work. General Music PreK - 2		School Program Designed Curriculum and Student Learning Assessments
<b>Process Component Cr.1: Imagine - Generate musical ideas for various purposes and contexts.</b> <b>Connect: Relate musical ideas and works with varied context to deepen understanding.</b>		
<b>Enduring Understanding:</b> The creative ideas, concepts, and feelings that influence musicians’ work emerge from a variety of sources. <b>Essential Question:</b> How do musicians generate creative ideas?		
Performance Indicators <i>Bold italics</i> represent what is new beyond the earlier level	Instructional Learning Opportunities	
Pre K	Cr.1.PreK With <b><i>substantial guidance</i></b> , explore and experience a variety of music.	
Kindergarten	Cr.1.K.a With <b><i>guidance</i></b> , explore and experience <b><i>music concepts (such as beat and melodic contour)</i></b> .  Cr.1.K.b With <b><i>guidance</i></b> , generate <b><i>musical ideas</i></b> (such as <b><i>movements</i></b> or <b><i>motives</i></b> ).	
1st Grade	<b>Cr.1.1.a With <i>limited guidance</i>, create musical ideas (such as answering a musical question) for a specific purpose.</b>  Cr.1.1.b With <b><i>limited guidance</i></b> , generate musical ideas <b><i>in multiple tonalities (such as major and minor) and meters (such as duple and triple)</i></b> .	
2nd Grade	<b>Cr.1.2.a <i>Improvise rhythmic and melodic patterns and musical ideas</i> for a specific purpose.</b>  Cr.1.2.b Generate musical patterns and ideas <b><i>within the context of a given tonality</i></b> (such as major and minor) and meter (such as duple and triple).	
The Student Will <ul style="list-style-type: none"> <li>Explore various sound sources to express ideas, feelings, and basic concepts.</li> <li>Improvises own instrumental accompaniments to enhance songs, stories, and/or poems.</li> <li>Improvise “answers” in the same style to given rhythmic and melodic “questions”.</li> <li>Improvises simple rhythmic/melodic ostinato accompaniments or original rhythmic variations or melodic embellishments on a given melody.</li> <li>Improvises an original short song or instrumental piece with a variety of sound sources within specified guidelines.</li> <li>Improvises a simple harmonic accompaniment.</li> <li>Improvises simple rhythmic/melodic variations and/or embellishments on a given melody using pentatonic or major keys.</li> <li>Improvises a short melody within a selected style, meter, and tonality over a given rhythmic accompaniment.</li> <li>Use traditional and non-traditional instruments and materials to create a simple rhythmic accompaniment to a poem or story.</li> </ul>		



Fine Arts Anchor Standard 1: Generate and conceptualize artistic ideas and work.

The highlighted text indicates the Connect Standards from the national document which are embedded in Creating, Performing, and Responding.

<b>Standard 1: Creating – Conceiving and developing new artistic ideas and work.</b> <b>General Music PreK - 2</b>		 <b>School Program Designed Curriculum and Student Learning Assessments</b>
<b>Process Component Cr.2: Plan and Make:</b> <i>Select and develop musical ideas for defined purposes and contexts.</i> <b>Connect:</b> <i>Synthesize and relate knowledge and personal experiences to make music.</i>		
<b>Enduring Understanding:</b> Musicians' creative choices are influenced by their expertise, context, and expressive intent. <b>Essential Question:</b> How do musicians make creative decisions?		
Performance Indicators	Instructional Learning Opportunities	
<i>Bold italics</i> represent what is new beyond the earlier level		
Pre K	<p><b>Cr.2.PreK.a</b> With <b><i>substantial guidance</i></b>, <b><i>explore</i></b> favorite <b><i>musical ideas</i></b> (such as <b><i>movements, vocalizations</i></b>, or instrumental accompaniments).</p> <p><b>Cr.2.PreK.a</b> With <b><i>substantial guidance</i></b>, select and keep track of the order for performing original <b><i>musical ideas</i></b>, using <b><i>iconic notation</i></b> and/or recording technology.</p>	<p>The Student Will:</p> <ul style="list-style-type: none"> <li>• Arrange or compose short songs and/or instrumental pieces using a variety of sound sources.</li> <li>• Compose simple pieces demonstrating: a) unity and variety, b) tension and release, and/or c) use of balance.</li> <li>• Arrange a simple piece for voices or instrument other than that for which the piece was written.</li> <li>• Compose and/or arrange a piece using traditional and nontraditional sound sources and electronic music using iconic or standard notation.</li> <li>• Notate rhythms using a variety of standard note and rest values (i.e. whole, half, dotted half, quarter, dotted quarter, eighth, sixteenth) in a given meter signature (i.e. 2/4, 3/4, 4/4, 6/8, 3/8, and alla breve).</li> <li>• Notate melodic and/or harmonic patterns or phrases using traditional notation.</li> <li>• Select stylistic symbols (i.e. dynamics, tempo, and articulation) to convey expressive intent of a composition.</li> </ul>
Kindergarten	<p><b>Cr.2.K.a</b> With guidance, <b><i>demonstrate and choose favorite musical ideas</i></b>.</p> <p><b>Cr.2.K.b</b> With guidance, <b><i>organize</i></b> personal <b><i>musical ideas</i></b> using iconic notation and/or recording technology.</p>	
1 <sup>st</sup> Grade	<p><b>Cr.2.1.a</b> With <b><i>limited</i></b> guidance, <b><i>demonstrate and discuss personal reasons for selecting musical ideas that represent expressive intent</i></b>.</p> <p><b>Cr.2.1.b</b> With <b><i>limited</i></b> guidance, use iconic or standard notation and/or recording technology to <b><i>document and organize</i></b> personal musical ideas.</p>	
2 <sup>nd</sup> Grade	<p><b>Cr.2.2.a</b> Demonstrate and <b><i>explain</i></b> personal reasons for selecting <b><i>patterns and ideas for music</i></b> that represent expressive intent.</p> <p><b>Cr.2.2.b</b> Use iconic or standard notation and/or recording technology to <b><i>combine, sequence</i></b>, and document personal musical ideas.</p>	

**Fine Arts Anchor Standard 2: Organize**


The highlighted text indicates the Connect Standards from the national document which are embedded in Creating, Performing, and Responding.

Standard 1: Creating – Conceiving and developing new artistic ideas and work. General Music PreK - 2		School Program Designed Curriculum and Student Learning Assessments
Process Component Cr.3: Evaluate and Refine: <i>Evaluate and refine selected musical ideas to create musical work(s) that meet appropriate criteria.</i>		
Enduring Understanding: Musicians evaluate and refine their work through openness to new ideas, persistence, and the application of appropriate criteria. Essential Question: How do musicians improve the quality of their creative work?		
Performance Indicators	Instructional Learning Opportunities	
<i>Bold italics</i> represent what is new beyond the earlier level		
Pre K	Cr.3.PreK With <b><i>substantial guidance, consider personal, peer, and teacher feedback</i></b> when demonstrating and refining personal musical ideas.	The Student Will: <ul style="list-style-type: none"> <li>Explain, using appropriate music terminology, their personal preferences for quality musical works.</li> <li>Develop criteria for evaluating the quality and the effectiveness of a student-generated musical creation.</li> <li>Apply selected criteria to evaluate a student-generated musical creation through personal, peer and/or teacher evaluation. Include rationale for evaluation and feedback.</li> <li>Apply feedback to refine a student-generated musical creation.</li> </ul>
Kindergarten	Cr.3.K With guidance, <b><i>apply</i></b> personal, peer, and teacher feedback in refining personal musical ideas.	
1st Grade	Cr.3.1 With <b><i>limited</i></b> guidance, <b><i>discuss and apply</i></b> personal, peer, and teacher feedback to refine personal musical ideas.	
2nd Grade	Cr.3.2 <b><i>Interpret</i></b> and apply personal, peer, and teacher feedback <b><i>to revise personal music.</i></b>	



Fine Arts Anchor Standard 3: Refine and complete artistic work.

The highlighted text indicates the Connect Standards from the national document which are embedded in Creating, Performing, and Responding.

<b>Standard 1: Creating – Conceiving and developing new artistic ideas and work.</b> <b>General Music PreK - 2</b>	
<b>Process Component Cr.4: Present:</b> <i>Share creative musical work that conveys intent, demonstrates craftsmanship, and exhibits originality.</i> <b>Connect:</b> <i>Synthesize and relate knowledge and personal experiences to make music.</i>	
<b>Enduring Understanding:</b> Musicians' presentation of creative work is the culmination of a process of creation and communication. <b>Essential Question:</b> When is creative work ready to share?	
Performance Indicators	Instructional Learning Opportunities
<i>Bold italics</i> represent what is new beyond the earlier level	
Pre K	The Student Will: <ul style="list-style-type: none"> <li>Develop an artist statement describing the creative process and expressive intent of a student-generated musical creation.</li> <li>Perform individually (or have others perform) a student-generated musical creation demonstrating craftsmanship and originality.</li> </ul>
Kindergarten	
1 <sup>st</sup> Grade	
2 <sup>nd</sup> Grade	
	

Fine Arts Anchor Standard 3: Refine and complete artistic work.

The highlighted text indicates the Connect Standards from the national document which are embedded in Creating, Performing, and Responding.

Standard 2: Performing – Realizing artistic ideas and work through interpretation and presentation. General Music PreK - 2		School Program Designed Curriculum and Student Learning Assessments
<b>Process Component Pr.1: Select:</b> <i>Select varied musical works to present based on interest, knowledge, technical skill, and context.</i> <b>Connect:</b> <i>Synthesize and relate knowledge and personal experiences to make music.</i>		
<b>Enduring Understanding:</b> Performers' interest in and knowledge of musical works, understanding of their own technical skill, and the context for a performance influence the selection of repertoire. <b>Essential Question:</b> How do performers select repertoire?		
Performance Indicators <i>Bold italics</i> represent what is new beyond the earlier level	Instructional Learning Opportunities	
<b>Pre K</b> <b>Pr.1.PreK</b> With <b>substantial</b> guidance, demonstrate and state preference for varied musical selections.	The Student Will: <ul style="list-style-type: none"> <li>Identify and describe the purpose of music as it is experienced in daily life.</li> <li>Understand the historical and cultural context of a musical selection.</li> <li>Identify appropriate musical selections for a variety of audiences.</li> <li>Develop and apply criteria for selecting music to meet a variety of purposes and contexts considering performers' technical abilities.</li> <li>Justify the choice of music based upon the student-generated selection criteria.</li> </ul>	
<b>Kindergarten</b> <b>Pr.1.K</b> With guidance, demonstrate <b>and state personal interest in</b> varied musical selections.		
<b>1st Grade</b> <b>Pr.1.1</b> With <b>limited</b> guidance, demonstrate <b>and discuss</b> personal interest in, <b>knowledge about, and purpose of</b> varied musical selections.		
<b>2nd Grade</b> <b>Pr.1.2</b> Demonstrate <b>and explain</b> personal interest in, knowledge about, and purpose of varied musical selections.		

Fine Arts Standard Anchor 4: Select, analyze, and interpret artistic work for presentation.

The highlighted text indicates the Connect Standards from the national document which are embedded in Creating, Performing, and Responding.

Standard 2: Performing – Realizing artistic ideas and work through interpretation and presentation. General Music PreK - 2		School Program Designed Curriculum and Student Learning Assessments
<b>Process Component Pr.2: Analyze:</b> <i>Analyze the structure and context of varied musical works and their implications for performance.</i> <b>Connect:</b> <i>Relate musical ideas and works with varied context to deepen understanding.</i>		
<b>Enduring Understanding:</b> Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance. <b>Essential Question:</b> How does understanding the structure and context of musical works inform performance?		
Performance Indicators <i>Bold italics</i> represent what is new beyond the earlier level	Instructional Learning Opportunities	
<b>Pre K</b> <b>Pr.2.PreK</b> With <b>substantial</b> guidance, explore and demonstrate awareness of musical contrasts.	The Student Will: <ul style="list-style-type: none"> <li>Identify and describe the various musical elements used within musical works from various cultures and historical eras.</li> <li>Identify musical patterns to determine the form of a selected work.</li> <li>Read and perform developmentally appropriate rhythmic and melodic patterns to identify potential musical challenges.</li> <li>Read and identify by name or function, standard symbols for rhythm, pitch, articulation, dynamics, tempo, and form.</li> <li>Compare contrasting musical works by identifying how the musical elements are used to create different musical effects.</li> </ul>	
<b>Kindergarten</b> <b>Pr.2.K</b> With guidance, explore and demonstrate awareness of music contrasts (such as <b>high/low, loud/soft, same/different</b> ) in a variety of music selected for performance.		
<b>1st Grade</b> <b>Pr.2.1.a</b> With <b>limited</b> guidance, demonstrate knowledge of music concepts (such as <b>beat and melodic contour</b> ) in music from a variety of <b>cultures</b> selected for performance.  <b>Pr.2.1.b</b> When analyzing selected music, read and perform rhythmic patterns using iconic or standard notation.		
<b>2nd Grade</b> <b>Pr.2.2.a</b> Demonstrate knowledge of music concepts (such as <b>tonality and meter</b> ) in music from a variety of cultures selected for performance.  <b>Pr.2.2.b</b> When analyzing selected music, read and perform rhythmic <b>and melodic patterns</b> using iconic or standard notation.		

Fine Arts Anchor Standard 4: Select, analyze, and interpret artistic work for presentation.

The highlighted text indicates the Connect Standards from the national document which are embedded in Creating, Performing, and Responding.

Standard 2: Performing – Realizing artistic ideas and work through interpretation and presentation. General Music PreK - 2		School Program Designed Curriculum and Student Learning Assessments
Process Component Pr.3: Interpret: <i>Develop personal interpretations that consider creators' intent.</i> <b>Connect:</b> <i>Synthesize and relate knowledge and personal experiences to make music.</i>		
<b>Enduring Understanding:</b> Performers make interpretive decisions based on their understating of context and expressive intent. <b>Essential Question:</b> How do performers interpret musical works?		
Performance Indicators <i>Bold italics</i> represent what is new beyond the earlier level	Instructional Learning Opportunities	
Pre K <b>Pr.3.PreK</b> With <b>substantial</b> guidance, explore music's expressive qualities (such as voice quality, dynamics, and tempo).	The Student Will: <ul style="list-style-type: none"> <li>Identify expressive qualities found in selected musical works.</li> <li>Explain how expressive qualities found in selected musical works can be used to convey the composer's intent.</li> <li>Compare contrasting musical works selected for performance by identifying how various interpretations use the musical elements to cause different musical effects.</li> </ul>	
Kindergarten <b>Pr.3.K</b> With guidance, demonstrate <b>awareness</b> of expressive qualities (such as voice quality, dynamics, and tempo) <b>that support the creators' expressive intent.</b>		
1st Grade <b>Pr.3.1</b> Demonstrate <b>and describe</b> music's expressive qualities (such as dynamics and tempo).		
2nd Grade <b>Pr.3.2</b> Demonstrate <b>understanding</b> of expressive qualities (such as dynamics and tempo) <b>and how creators use them to convey expressive intent.</b>		

Fine Arts Anchor Standard 4: Select, analyze, and interpret artistic work for presentation.

The highlighted text indicates the Connect Standards from the national document which are embedded in Creating, Performing, and Responding.



Standard 2: Performing – Realizing artistic ideas and work through interpretation and presentation. General Music PreK - 2		School Program Designed Curriculum and Student Learning Assessments
Process Component Pr.4: Rehearse, Evaluate, and Refine: <i>Evaluate and refine personal and ensemble performances, individually or in collaboration with others.</i>		
Enduring Understanding: To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria. Essential Question: How do musicians improve the quality of their performance?		
Performance Indicators <i>Bold italics</i> represent what is new beyond the earlier level	Instructional Learning Opportunities	
Pre K	<p>Pr.4.PreK.a With <b><i>substantial</i></b> guidance, practice and demonstrate what they like about their own performances.</p> <p>Pr.4.PreK.b With <b><i>substantial</i></b> guidance, apply personal, peer, and teacher feedback to refine performances.</p>	
Kindergarten	<p>Pr.4.K.a With guidance, <b><i>apply personal, teacher, and peer feedback to refine performances.</i></b></p> <p>Pr.4.2.K.b With guidance, <b><i>use suggested strategies in rehearsal to improve the expressive qualities of music.</i></b></p>	
1 <sup>st</sup> Grade	<p>Pr.4.1.a With <b><i>limited</i></b> guidance, apply personal, teacher, and peer feedback to refine performances.</p> <p>Pr.4.1.b With <b><i>limited</i></b> guidance, use suggested strategies in rehearsal to <b><i>address interpretive challenges</i></b> of music.</p>	
2 <sup>nd</sup> Grade	<p>Pr.4.2.a <b><i>Apply established criteria to judge the accuracy, expressiveness, and effectiveness of performances.</i></b></p> <p>Pr.4.2.b <b><i>Rehearse, identify and apply</i></b> strategies to address interpretive, <b><i>performance, and technical</i></b> challenges of music.</p>	




Fine Arts Anchor Standard 5: Develop and refine artistic techniques and work for presentation.

The highlighted text indicates the Connect Standards from the national document which are embedded in Creating, Performing, and Responding.

Standard 2: Performing – Realizing artistic ideas and work through interpretation and presentation. General Music PreK - 2		School Program Designed Curriculum and Student Learning Assessments
<p><b>Process Component Pr.5: Present:</b> <i>Perform expressively, with appropriate interpretation and technical accuracy, and in a manner appropriate to the audience and context.</i></p> <p><b>Connect:</b> <i>Relate musical ideas and works with varied context to deepen understanding.</i></p>		
<p><b>Enduring Understanding:</b> Musicians judge performance based on criteria that vary across time, place, and cultures. The context and how a work is presented influence the audience response.</p> <p><b>Essential Question:</b> When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?</p>		
Performance Indicators <i>Bold italics</i> represent what is new beyond the earlier level	Instructional Learning Opportunities	
<p><b>Pre K</b></p> <p>Pr.5.PreK With <b><i>substantial</i></b> guidance, perform music with expression.</p>	<p>The Student Will:</p> <ul style="list-style-type: none"> <li>• Perform using a developmentally appropriate voice or instrument timbre while maintaining accurate pitch, correct posture, and precise articulation.</li> <li>• Perform vocally or instrumentally with a steady tempo and accurate rhythm in simple meters.</li> <li>• Perform vocally or instrumentally music from various genres and cultures.</li> <li>• Perform vocally or instrumentally developmentally appropriate songs using expressive qualities to communicate an interpretation of a given song.</li> </ul>	
<p><b>Kindergarten</b></p> <p>Pr.5.K.a With guidance, perform music with expression</p> <p>Pr.5.K.b <b><i>Perform appropriately for the audience.</i></b></p>		
<p><b>1<sup>st</sup> Grade</b></p> <p>Pr.5.1.a With <b><i>limited</i></b> guidance, perform music <b><i>for a specific purpose</i></b> with expression.</p> <p>Pr.5.1.b Perform appropriately for the audience <b>and purpose.</b></p>		
<p><b>2<sup>nd</sup> Grade</b></p> <p>Pr.5.2.a Perform music for a specific purpose with expression <b><i>and technical accuracy.</i></b></p> <p>Pr.5.2.b Perform appropriately for the audience and purpose.</p>		

Fine Arts Anchor Standard 6: Convey meaning through the presentation of artistic work.

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Standard 3: Responding – Understanding and evaluating how the arts convey meaning. General Music PreK - 2		 School Program Designed Curriculum and Student Learning Assessments
<b>Process Component Re.1: Select:</b> <i>Choose music appropriate for a specific purpose or context.</i> <b>Connect:</b> <i>Synthesize and relate knowledge and personal experiences to make music.</i>		
<b>Enduring Understanding:</b> Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes. <b>Essential Question:</b> How do individuals choose music to experience?		
Performance Indicators	Instructional Learning Opportunities	
<i>Bold italics</i> represent what is new beyond the earlier level		
Pre K	<b>Re.1.PreK</b> With substantial guidance, state personal interests and demonstrate why they prefer some music selections over others.	The Student Will: <ul style="list-style-type: none"> <li>Identify and describe the purpose of music as it is experienced in daily life.</li> <li>Identify preferred music selections for various purposes.</li> <li>Explain how personal interests and experiences influence that preference.</li> </ul>
Kindergarten	<b>Re.1.K</b> With guidance, <i>list</i> personal interests <b>and experiences</b> and demonstrate why they prefer some music selections over others.	
1 <sup>st</sup> Grade	<b>Re.1.1</b> With <i>limited</i> guidance, <b>identify and demonstrate how</b> personal interests and experiences <b>influence musical selection</b> for specific purposes.	
2 <sup>nd</sup> Grade	<b>Re.1.2</b> <b>Explain</b> and demonstrate how personal interests and experiences influence musical selection for specific purposes.	

Fine Arts Anchor Standard 7: Perceive and analyze artistic work.

The highlighted text indicates the Connect Standards from the national document which are embedded in Creating, Performing, and Responding.

Standard 3: Responding – Understanding and evaluating how the arts convey meaning. General Music PreK - 2		School Program Designed Curriculum and Student Learning Assessments
<b>Process Component Re.2: Analyze:</b> <i>Analyze how the structure and context of varied musical works inform the response.</i> <b>Connect:</b> <i>Relate musical ideas and works with varied context to deepen understanding.</i>		
<b>Enduring Understanding:</b> Response to music is informed by analyzing context (social, cultural, and historical) and how creators and performers manipulate the elements of music. <b>Essential Question:</b> How does understanding the structure and context of music inform a response?		
Performance Indicators <i>Bold italics</i> represent what is new beyond the earlier level	Instructional Learning Opportunities	
Pre K	Re.2.PreK With <b>substantial</b> guidance, explore musical contrasts in music.  The Student Will: <ul style="list-style-type: none"> <li>• Describe how music concepts are used within musical works for various purposes.</li> <li>• Identify specific music concepts as they appear in selected music.</li> <li>• Use appropriate vocabulary when identifying music concepts.</li> </ul>	
Kindergarten	Re.2.K With guidance, <b>demonstrate how a specific music concept (such as beat or melodic direction) is used in music.</b>	
1 <sup>st</sup> Grade	Re.2.1 With <b>limited</b> guidance, demonstrate <b>and identify</b> how specific music concepts (such as beat or <b>pitch</b> ) are used in <b>various styles of music for a purpose.</b>	
2 <sup>nd</sup> Grade	Re.2.2 <b>Describe</b> how specific music <b>concepts</b> are used <b>to support a specific purpose in music.</b>	



Fine Arts Anchor Standard 7: Perceive and analyze artistic work.

The highlighted text indicates the Connect Standards from the national document which are embedded in Creating, Performing, and Responding.

Standard 3: Responding – Understanding and evaluating how the arts convey meaning. General Music PreK - 2		School Program Designed Curriculum and Student Learning Assessments
Process Component Re.3: Interpret: <i>Support interpretations of musical works that reflect creators'/performers' expressive intent.</i>		
Enduring Understanding: <i>Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.</i> Essential Question: <i>How do we discern the musical creators' and performers' expressive intent?</i>		
Performance Indicators	Instructional Learning Opportunities	
<i>Bold italics</i> represent what is new beyond the earlier level		
Pre K	Re.3.PreK With <b><i>substantial</i></b> guidance, explore music's expressive qualities (such as dynamics and tempo).	The Student Will: <ul style="list-style-type: none"> <li>Identify expressive qualities found in selected musical works.</li> <li>Identify specific music concepts as they appear in selected music.</li> <li>Explain how expressive qualities found in selected musical works can be used to convey the composer's intent.</li> <li>Describe how music concepts are used within musical works for various purposes.</li> </ul>
Kindergarten	Re.3.K With guidance, <b><i>demonstrate awareness of</i></b> expressive qualities (such as dynamics and tempo) that reflect creators'/performers' expressive intent.	
1 <sup>st</sup> Grade	Re.3.1 With <b><i>limited</i></b> guidance, demonstrate <b><i>and identify</i></b> expressive qualities (such as dynamics and tempo) that reflect creators'/performers' expressive intent.	
2 <sup>nd</sup> Grade	Re.3.2 Demonstrate <b><i>knowledge of music concepts and how they support</i></b> creators'/performers' expressive intent.	



Fine Arts Anchor Standard 8: Interpret intent and meaning in artistic work.

The highlighted text indicates the Connect Standards from the national document which are embedded in Creating, Performing, and Responding.

**Standard 3: Responding – Understanding and evaluating how the arts convey meaning.**

**General Music PreK - 2**

**Process Component Re.4: Evaluate:** *Support evaluations of musical works and performances based on analysis, interpretation, and established criteria.*

**Connect:** *Relate musical ideas and works with varied context to deepen understanding.*

**Enduring Understanding:** *The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria.*

**Essential Question:** *How do we judge the quality of musical work(s) and performance(s)?*

Performance Indicators <i>Bold italics</i> represent what is new beyond the earlier level		Instructional Learning Opportunities
Pre K	<b>Re.4.PreK</b> With <b>substantial</b> guidance, talk about personal and expressive preferences in music.	The Student Will: <ul style="list-style-type: none"> <li>Identify preferred music selections for various purposes.</li> <li>Using personal preferences develop criteria for evaluating music for various purposes.</li> <li>Apply personal criteria to evaluate a music selection for various purposes.</li> </ul>
Kindergarten	<b>Re.4.K</b> With guidance, <b>apply</b> personal and expressive preferences in <b>the evaluation of music</b> .	
1 <sup>st</sup> Grade	<b>Re.4.1</b> With <b>limited</b> guidance, apply personal and expressive preferences in the evaluation of music <b>for specific purposes</b> .	
2 <sup>nd</sup> Grade	<b>Re.4.2</b> Apply personal and expressive preferences in the evaluation of music for specific purposes.	



School Program Designed Curriculum and Student Learning Assessments

Fine Arts Anchor Standard 9: Apply criteria to evaluate artistic work.

The highlighted text indicates the Connect Standards from the national document which are embedded in Creating, Performing, and Responding.