Arizona Arts

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).

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).

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.

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).

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.

Skip to main content

	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.
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).
	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).
	9. Apply criteria to evaluate artistic work a. With appropriate guidance, apply teacher-provided criteria to evaluate musical works and performances.
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).
	11. Relate artistic ideas and works with societal, cultural and historical context to deepen understanding. a. With appropriate guidance, explore relationships between musics 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.