

General Music: Grades K-2

Creating

Students will generate and conceptualize artistic ideas and work.

- 1 I can explore and create short melodic and rhythmic patterns by sight and sound. **A**
- 2 I can experiment vocally and instrumentally with expression and elements of music. **A**
- 3 I can improvise a musical idea using melodic and rhythmic patterns. **B**
- 4 I can use rhythm patterns, songs, or words to create a musical idea. **B**

Students will organize and develop artistic ideas and work.

- 1 I can explore found sounds, body percussion, and instruments. **A**
- 2 I can identify high and low sounds, as well as silence. **A**
- 3 I can understand steady beat and identify quarter notes and quarter rests. **A**
- 4 I can create rhythmic patterns with ideas I've explored. **B**
- 5 I can recognize the staff, treble clef, half notes, half rests, paired eighth notes and tell the difference between line and space notes. **B**
- 6 I can recognize forte and piano. **B**

Students will refine and complete artistic work.

- 1 I can explore my own musical ideas. **A**
- 2 I can share my own musical ideas. **A**
- 3 I can change my musical ideas based on feedback. **B**
- 4 I can share revised personal musical ideas. **B**

Performing

Students will analyze, interpret, and select artistic work for presentation.

- 1 I can explore vocal and instrumental sounds. **A**
- 2 I can explore patterns in music. **A**
- 3 I can show personal interest in music I choose **A**
- 4 I can identify different types of sound. **B**
- 5 I can recognize simple forms. **B**
- 6 I can explain to others why I like the music I choose. **B**

Students will develop and refine artistic techniques and work for presentation.

- 1 I can sing and play a variety of simple music. **A**

- 2 I can sing and play a variety of music with expression. B
 - 3 I can identify simple music symbols. B
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Students will convey meaning through the presentation of artistic work.

- 1 I can identify the role of the conductor and follow his or her cues. A
 - 2 I can use manners with guidance in rehearsal, as an audience member, or as a performer. A
 - 3 I can respond to my conductor's cues. B
 - 4 I can use manners in rehearsal, as an audience member, or as a performer. B
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Responding

Students will perceive and analyze artistic work.

- 1 I can choose music based on what I like. A
 - 2 I can tell why a musical idea is used. A
 - 3 I can tell why I like or dislike a piece of music. B
 - 4 I can explore how a musical idea supports different styles of music. B
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Students will interpret intent and meaning in artistic work.

- 1 I can explore the creator's choices of ideas and sounds in his or her music. A
 - 2 I can identify musical concepts and how they support the creator's choices. B
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Students will apply criteria to evaluate artistic work.

- 1 I can explore and identify personal and expressive choices of music, using a rating system. A
 - 2 I can explain personal and expressive preferences with guidelines, using a rating system. B
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Connecting

Students will synthesize and relate knowledge and personal experiences to make art.

- 1 I can share a story that could become music. A
 - 2 I can identify and discuss with others a personal story that could become music B
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Students will relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.

- 1 I can link music to other subjects. A
- 2 I can explore different cultures through listening, singing, moving, and playing with teacher guidance. A
- 3 I can identify careers in music. A
- 4 I can identify basic connections between art forms and subjects. B
- 5 I can explore different periods of history through listening, singing, moving, and playing with teacher guidance. B

6 I can list several careers in music. B