

Music: Kindergarten

Listen to, apply criteria, and interpret the artist's intended meaning. **A1**

a Listen and respond to diverse music experiences by singing, playing, moving, etc. **B.K.A1.A**

Interpret and express music through movement. **A2**

a Explore expressive qualities of music through movement. **B.K.A2.A**

Connect with a variety of musical experiences through relationships between music and personal understandings. **B1**

a Explore music that represents a range of emotions. **B.K.B1.A**

Connect with a variety of musical experiences through the relations between music, the other arts, and other disciplines. **B2**

a Explore how music is used for a variety of purposes and occasions. **B.K.B2.A**

Connect with a variety of musical experiences through the relationships between music, history, and culture. **B3**

a Explore music from a variety of societal, cultural, and historical contexts and respond through singing, listening, or moving. **B.K.B3.A**

Perform a rich and diverse repertoire of music. **C1**

a With guidance, explore vocal range, pitch flexibility, and types of voices (i.e., whisper, speak, sing, call/shout, thinking/audiate.) **B.K.C1.A**

b With guidance, explore a variety of classroom instruments. **B.K.C1.B**

c With guidance, perform simple songs and echo phrases. **B.K.C1.C**

Apply criteria and feedback to rehearse and re-create musical experiences. **C2**

a Share short songs as a group with others, in formal and/or informal settings. **B.K.C2.A**

Audiate and communicate musical ideas. D1

a With substantial guidance, explore the concept of audiation. B.K.D1.A

Read and communicate musical ideas using terms and symbols. D2

a With guidance, explore vocal flexibility and songs within an appropriate vocal range. B.K.D2.A

b With guidance, use movement to explore pulse in duple and triple meter. B.K.D2.B

c With guidance, explore music opposites (e.g., loud/soft, high/low, fast/slow, etc.) B.K.D2.C

Generate and conceptualize musical ideas. E1

a With guidance, explore vocal and instrumental sounds. B.K.E1.A

Organize and develop musical ideas to achieve a creative goal. E2

a Explore visual and kinesthetic representations of sound. B.K.E2.A

Refine and complete music work. E3

a With guidance, explore ways to change a familiar song or poem. B.K.E3.A

Identify positive inter- and intra-personal skills that impact the quality of a musician's art and participation in the arts. F1

a Demonstrate taking turns and active listening skills. B.K.F1.A

Make technical and expressive adjustments to meet the goals of the performing group. F2

a With guidance, perform songs and poems as a group and respond to teacher cues (i.e., my turn-your turn, start-stop, etc.) B.K.F2.A