

Kindergarten

CONNECT: Explore and relate artistic ideas and works to past, present, and future societies and cultures. **CN**

1 Relate musical ideas and works with personal, societal, cultural, historical, and daily life contexts, including diverse and marginalized groups. **K.CN.1**

- 1 Identify the similarities and differences of music representing diverse global communities. **K.CN.1.1**
 - 2 Identify how music is used in school and in daily life. **K.CN.1.2**
 - 3 Describe how music is used in personal experiences. **K.CN.1.3**
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2 Explore advancements in the field of music. **K.CN.2**

- 1 Identify the various roles of individuals that contribute to the creation and production of music, such as singers, instrumentalists, composers, conductors, etc. **K.CN.2.1**
 - 2 Identify music that is created with technology tools. **K.CN.2.2**
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CREATE: Create and adapt new artistic ideas and work individually or collaboratively. **CR**

1 Create original musical ideas and works, independently and collaboratively. **K.CR.1**

- 1 Improvise rhythmic patterns and 2-pitch melodic patterns. **K.CR.1.1**
 - 2 Notate 4-8 beats of original rhythmic ideas using iconic notation that incorporate grade-level appropriate rhythms. **K.CR.1.2**
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2 Adapt original musical ideas and works, and those of peers and other artists, independently and collaboratively. **K.CR.2**

- 1 Create soundscapes using a variety of traditional and non-traditional sound sources. **K.CR.2.1**
 - 2 Explain the difference between original and copied musical ideas or works. **K.CR.2.2**
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PRESENT: Present, perform, produce, and develop artistic ideas and works. **PR**

1 Perform music from a variety of styles, cultures, and genres. **K.PR.1**

- 1 Improve musical skills by incorporating feedback from instructors. **K.PR.1.1**
 - 2 Read iconic notation to sing or play melodic patterns with at least two pitches and rhythmic patterns with quarter note and beamed eighth pairs in a variety of meters. **K.PR.1.2**
 - 3 Perform a steady beat in isolation and when singing or playing in unison. **K.PR.1.3**
 - 4 Demonstrate opposites in tempos, form, texture, and dynamics. **K.PR.1.4**
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2 Develop musical presentations. **K.PR.2**

- 1 Name the production elements needed to develop formal and informal performances. **K.PR.2.1**
 - 2 Identify appropriate audience and performer etiquette. **K.PR.2.2**
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RESPOND: Analyze and evaluate how the arts communicate. **RE**

- 1 **Analyze musical works from a variety of styles, cultures, and genres including response through moving, singing, playing instruments, or content-specific vocabulary.** **K.RE.1**
 - 1 Identify opposites in tempos, form, texture, and dynamics in aural or written musical works. **K.RE.1.1**
 - 2 Describe emotions evoked by a given musical work. **K.RE.1.2**
 - 3 Identify a variety of instruments and vocal timbre types by sound, including sing, speak, whisper, and shout. **K.RE.1.3**
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- 2 **Evaluate musical works using content-specific vocabulary.** **K.RE.2**
 - 1 Describe personal preferences for musical works. **K.RE.2.1**
 - 2 Provide positive feedback for others. **K.RE.2.2**