

Music: Kindergarten

Creating (CR)

1 Generate musical ideas through reading, notating, and/or interpreting music. *M.CR.1*

- 1** Explore the elements of music, including: *K.M.CR.1.1*
 - A** Beat/Meter (steady beat, strong/weak beats, long/short sounds) *K.M.CR.1.1.A*
 - B** Pitch (high/low) *K.M.CR.1.1.B*
 - C** Tempo (fast/slow) *K.M.CR.1.1.C*
 - D** Dynamics (loud/quiet) *K.M.CR.1.1.D*
 - E** Melody (up/down) *K.M.CR.1.1.E*
 - F** Harmony (sing in unison, accompanied using pitched and unpitched instruments) *K.M.CR.1.1.F*
 - G** Form (same/different) *K.M.CR.1.1.G*
 - H** Tone Color (four voices: whisper, talk, shout/calling, sing, as well as the sounds around us: sounds from nature, machines, and environment) *K.M.CR.1.1.H*
 - 2** Explore melodic and rhythmic answers using voice and classroom instruments. *K.M.CR.1.2*
 - 3** Improvise movement (non-locomotor and locomotor) appropriate for the musical elements heard in various listening examples. *K.M.CR.1.3*
 - 4** Explore rhythmic and melodic notation through icons and pictures. *K.M.CR.1.4*
-

Performing (PR)

1 Present or demonstrate an existing musical work, formally or informally, with appropriate expressive and technical skills. *M.PR.1*

- 1** Participate in music through singing (individually and in groups, as well as accompanied and unaccompanied) and playing instruments. *K.M.PR.1.1*
 - 2** Experience matching pitches, approach singing in tune, and use appropriate tone and expression. *K.M.PR.1.2*
 - 3** Experience steady beat using instruments or body percussion to accompany songs and rhythm activities. *K.M.PR.1.3*
 - 4** Recognize simple patterns on pitched or unpitched traditional or non-traditional instruments. *K.M.PR.1.4*
-

Responding (RE)

1 Respond to music while demonstrating respect for others' music preferences and music performances. *M.RE.1*

- 1 Respond to the beat or rhythm in music by using non-locomotor or locomotor movement, body percussion, and playing classroom instruments. [K.M.RE.1.1](#)
 - 2 Recognize and practice appropriate audience and performer behavior appropriate for the context and style of music performed. [K.M.RE.1.2](#)
 - 3 Respond, using directional movements or manipulatives, to the melodic contour of familiar and unfamiliar songs. [K.M.RE.1.](#)
-

Connecting (CN)

1 Recognize the development of music from a social, cultural, and historical context. [M.CN.1](#)

- 1 Sing and perform songs, chants, rhymes, singing games, and dances from a variety of cultures. [K.M.CN.1.1](#)