

MUSIC STANDARDS

KINDERGARTEN

CREATING

- With guidance, explore and experience music concepts (such as beat and melodic contour).
- With guidance, generate musical ideas (such as movements or motives).
- With guidance, demonstrate and choose favorite musical ideas.
- With guidance, organize personal musical ideas using iconic notation and/or recording technology.
- With guidance, apply personal, peer, and teacher feedback in refining personal musical ideas.
- With guidance, demonstrate a final version of personal musical ideas to peers.

PERFORMING

- With guidance, demonstrate and state personal interest in varied musical selections.
- With guidance, explore and demonstrate awareness of music contrasts (such as high/low, loud/soft, same/different) in a variety of music selected for performance.
- With guidance, demonstrate awareness of expressive qualities (such as voice quality, dynamics, and tempo) that support the creators' expressive intent.
- With guidance, apply personal, teacher, and peer feedback to refine performances.
- With guidance, use suggested strategies in rehearsal to improve the expressive qualities of music.
- With guidance, perform music with expression.
- Perform appropriately for the audience.

RESPONDING

- With guidance, list personal interests and experiences and demonstrate why they prefer some music selections over others.
- With guidance, demonstrate how a specific music concept (such as beat or melodic direction) is used in music.
- With guidance, demonstrate awareness of expressive qualities (such as dynamics and tempo) that reflect creators'/performers' expressive intent.
- With guidance, apply personal and expressive preferences in the evaluation of music.

CONNECTING

- Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing and responding to music.
- Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.