

Fine Arts: General Music - Kindergarten

Unit/Topic:	Quarter:	Time Frame:
General Music - Kindergarten	Full Year	Full Year

Essential Questions:

AASA Enduring Understandings and Essential Questions

Key Concepts:	Key Vocabulary:
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<ul style="list-style-type: none"> Music can be organized into patterns Music can be expressed in various ways Music can be created/performed through a variety of sound sources Music can be written with visual symbols Music can be found in different cultures and communities 	<p>Quarters 1-2: Loud, soft, steady beat, high, low, fast, slow</p> <p>Quarters 3-4: Singing, speaking, various uses of music, up, down, echo, pattern, rhythm, melody, names of classroom instruments</p> <p>Cultures & Communities – vocabulary as appropriate for individual lessons</p>
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Priority Standards:	Supporting Standards:
<p>Anchor Standard 1 - Generate and conceptualize artistic ideas and work</p> <p>Anchor Standard 2 - Organize and develop artistic ideas and work</p> <p>Anchor Standard 3 - Refine and complete artistic work that demonstrates understanding of characteristics of music or texts studied in rehearsal.</p> <p>Anchor Standard 4 - Select, analyze, and interpret artistic work for performance</p> <p>Anchor Standard 5 - Develop and refine artistic work for presentation</p> <p>Anchor Standard 6 - Convey meaning through the presentation of artistic work</p> <p>Anchor Standard 7 - Perceive and analyze artistic work</p> <p>Anchor Standard 8 - Interpret intent and meaning in artistic work</p> <p>Anchor Standard 9 - Apply criteria to evaluate artistic work</p> <p>Anchor Standard 10 - Synthesize and relate knowledge and personal experiences to make art</p> <p>Anchor Standard 11 - Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding</p>	<p>Q = Quarter Standard FY = Full Year Standard</p> <p>Q1-2 MU.PR.4.Kb - With appropriate guidance, explore and demonstrate musical contrasts of music selected for performance (e.g. high/low, loud/soft, same/different, and fast/slow).</p> <p>Q3-4 MU.CR.2.Ka - With appropriate guidance, demonstrate and choose favorite musical ideas (e.g. singing and playing instruments).</p> <p>Q3-4 MU.CR.2.Kb - With appropriate guidance, organize personal musical ideas using notation (e.g. iconic notation and/or recording technology).</p> <p>Q3-4 MU.CR.3.Ka - With appropriate guidance, apply personal, peer, and teacher feedback in refining personal musical ideas.</p> <p>Q3-4 MU.CR.3.Kb - With appropriate guidance, demonstrate a final version of personal or collective musical ideas to peers.</p> <p>Q3-4 MU.RE.8.K - With appropriate guidance, identify expressive attributes that reflect creators’/performers’ expressive intent (e.g. mood and emotion).</p> <p>Q3-4 MU.CN.10.Kb - With appropriate guidance, explore various uses of music in daily experiences (e.g. songs of celebration, game songs, marches, T.V., movie, and video game soundtracks, dance music, and work songs).</p> <p>Q3-4 MU.CN.11.Kb - With appropriate guidance, explore how context (e.g. social, cultural, and historical) can inform a performance.</p> <p>FY MU.CR.1.Ka - With appropriate guidance, explore, experience, and improvise musical concepts (e.g. beat and melodic contour).</p> <p>FY MU.CR.1.Kb - With appropriate guidance, explore musical features (e.g. movement, vocalizations, or instrumental accompaniments).</p>

	<p>FY MU.PR.4.Ka - With appropriate guidance, demonstrate and state personal interest in varied musical selections.</p> <p>FY MU.PR.4.Kc - With appropriate guidance, read and perform rhythmic and melodic patterns using notation (e.g. iconic notation).</p> <p>FY MU.PR.4.Kd - With appropriate guidance, explore musical concepts (e.g. voice quality, movement, dynamics, tempo, and melodic contour).</p> <p>FY MU.PR.5.Ka - With appropriate guidance, apply personal, teacher, and peer feedback to refine performances (e.g. technique and stage presence).</p> <p>FY MU.PR.5.Kb - With appropriate guidance, use suggested strategies in rehearsal to improve expression in music.</p> <p>FY MU.PR.6.Ka - With appropriate guidance, perform music with expression (e.g. tone and tempo).</p> <p>FY MU.PR.6.Kb - Perform appropriately for the audience and occasion.</p> <p>FY MU.RE.7.Ka - With appropriate guidance, list personal musical interests.</p> <p>FY MU.RE.7.Kb - With appropriate guidance, demonstrate musical concepts (e.g. beat or melodic direction).</p> <p>FY MU.RE.9.K - With appropriate guidance, apply teacher-provided criteria to evaluate musical works and performances.</p> <p>FY MU.CN.10.Ka - With appropriate guidance, express personal preferences in music.</p> <p>FY MU.CN.11.Ka - With appropriate guidance, explore relationships between music and other content areas (e.g. dance, visual art, dramatic arts, literature, science, math, social studies, and language arts).</p>
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