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:
• Music can be organized into patterns • Music can be expressed in various ways • Music can created/performed through a variety of sound sources • Music can be written with visual symbols • Music can be found in different cultures and communities	**Quarters 1-2:** Loud, soft, steady beat, high, low, fast, slow **Quarters 3-4:** Singing, speaking, various uses of music, up, down, echo, pattern, rhythm, melody, names of classroom instruments Cultures & Communities – vocabulary as appropriate for individual lessons

Priority Standards:	**Supporting Standards:**
Anchor Standard 1 - Generate and conceptualize artistic ideas and work **Anchor Standard 2** - Organize and develop artistic ideas and work **Anchor Standard 3** - Refine and complete artistic work that demonstrates understanding of characteristics of music or texts studied in rehearsal. **Anchor Standard 4** - Select, analyze, and interpret artistic work for performance **Anchor Standard 5** - Develop and refine artistic work for presentation **Anchor Standard 6** - Convey meaning through the presentation of artistic work **Anchor Standard 7** - Perceive and analyze artistic work **Anchor Standard 8** - Interpret intent and meaning in artistic work **Anchor Standard 9** - Apply criteria to evaluate artistic work **Anchor Standard 10** - Synthesize and relate knowledge and personal experiences to make art **Anchor Standard 11** - Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding	**Q = Quarter Standard** **FY = Full Year Standard** **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). **Q3-4 MU.CR.2.Ka** - With appropriate guidance, demonstrate and choose favorite musical ideas (e.g. singing and playing instruments). **Q3-4 MU.CR.2.Kb** - With appropriate guidance, organize personal musical ideas using notation (e.g. iconic notation and/or recording technology). **Q3-4 MU.CR.3.Ka** - With appropriate guidance, apply personal, peer, and teacher feedback in refining personal musical ideas. **Q3-4 MU.CR.3.Kb** - With appropriate guidance, demonstrate a final version of personal or collective musical ideas to peers. **Q3-4 MU.RE.8.K** - With appropriate guidance, identify expressive attributes that reflect creators'/performers' expressive intent (e.g. mood and emotion). **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). **Q3-4 MU.CN.11.Kb** - With appropriate guidance, explore how context (e.g. social, cultural, and historical) can inform a performance. **FY MU.CR.1.Ka** - With appropriate guidance, explore, experience, and improvise musical concepts (e.g. beat and melodic contour). **FY MU.CR.1.Kb** - With appropriate guidance, explore musical features (e.g. movement, vocalizations, or instrumental accompaniments).

	FY MU.PR.4.Ka - With appropriate guidance, demonstrate and state personal interest in varied musical selections. **FY MU.PR.4.Kc** - With appropriate guidance, read and perform rhythmic and melodic patterns using notation (e.g. iconic notation). **FY MU.PR.4.Kd** - With appropriate guidance, explore musical concepts (e.g. voice quality, movement, dynamics, tempo, and melodic contour). **FY MU.PR.5.Ka** - With appropriate guidance, apply personal, teacher, and peer feedback to refine performances (e.g. technique and stage presence). **FY MU.PR.5.Kb** - With appropriate guidance, use suggested strategies in rehearsal to improve expression in music. **FY MU.PR.6.Ka** - With appropriate guidance, perform music with expression (e.g. tone and tempo). **FY MU.PR.6.Kb** - Perform appropriately for the audience and occasion. **FY MU.RE.7.Ka** - With appropriate guidance, list personal musical interests. **FY MU.RE.7.Kb** - With appropriate guidance, demonstrate musical concepts (e.g. beat or melodic direction). **FY MU.RE.9.K** - With appropriate guidance, apply teacher-provided criteria to evaluate musical works and performances. **FY MU.CN.10.Ka** - With appropriate guidance, express personal preferences in music. **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).