KINDERGARTEN-CURRICULUM MAP

CREATING
Anchor Standard 1: Generate and conceptualize artistic ideas and work.
Imagine: *Generate musical ideas for various purposes and contexts.*
Enduring Understanding: The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources. **Essential Question:** How do musicians generate creative ideas

MU:Cr1.1.K	Learning Targets:
a. With guidance, explore and experience music concepts (such as beat and melodic contour.) b. With guidance, generate musical ideas (such as movements or motives.)	**Rhythm:** I can… • imitate and explore steady beat. • imitate and explore beat through movement, body percussion, and playing instruments. • Imitate and explore rhythm through the use of rhythmic building blocks. (words) • Imitate and explore sound vs. silence. • Imitate and explore beat vs. no beat. **Pitch:** I can… • imitate and explore high and low. • imitate and explore high and low through movement, vocal exploration, and playing xylophone. **Dynamics:** • imitate and explore loud and soft. **Timbre:** I can… • imitate and explore the four voice timbres. **Tempo:** • imitate and explore fast and slow. **Form:** • imitate and explore A-B form.

Anchor Standard 2: Organize and develop artistic ideas and work.
Plan and Make: *Select and develop musical ideas for defined purposes and contexts.*
Enduring Understanding: Musicians' creative choices are influenced by their expertise, context, and expressive intent. **Essential Question**: How do musicians make creative decisions?

MU:Cr2.1.K	Learning Targets: I can…
a. With guidance, demonstrate and choose favorite musical ideas. b. With guidance, organize personal musical ideas using iconic notation and/or recording technology.	• organize and demonstrate my ideas using body percussion, voice, instruments, movement, visuals and/or a recording. • create and demonstrate my own steady movements.

Anchor Standard 3: Refine and complete artistic work.
Evaluate and Refine: *Evaluate and refine selected musical ideas to create musical work(s) that meet appropriate criteria.*

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Enduring Understanding: Musicians evaluate, and refine their work through openness to new ideas, persistence, and the application of appropriate criteria. **Essential Question:** How do musicians improve the quality of their creative work?	
MU:Cr3.1.K With guidance, apply personal, peer, and teacher feedback in refining personal musical ideas.	**Learning Targets:** I can… • share my musical idea with a friend for comments. • check my musical idea with a rubric. • respond to teacher comments to improve my musical idea. • evaluate the four voice timbres of others. • evaluate if my beat is steady.
Present: *Share creative musical work that conveys intent, demonstrates craftsmanship, and exhibits originality.*	
Enduring Understanding: Musicians' presentation of creative work is the culmination of a process of creation and communication. **Essential Question**: When is creative work ready to share?	
MU:Cr3.2.K With guidance, demonstrate a final version of personal musical ideas to peers.	**Learning Targets:** I can… • create my own vocal pathways. • improvise a steady beat motion with my body. • create rhythm patterns using notation. • improvise rhythm patterns on instruments and/or body percussion.

Lewis, Michelle M 10/13/2015 12:57 PM
Comment [1]: This seems to be more for performing and not creating???

Lewis, Michelle M 10/13/2015 12:56 PM
Comment [2]: This seems to be more for performing and not creating. ???

CREATING

ASSESSMENTS	VOCABULARY	ELA CONNECTIONS	RESOURCES
Formative Summative	Beat High Low Imagine Pitch Rhythm imitate explore body percussion Loud Soft		

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PERFORMING
Anchor Standard 4: Select, analyze, and interpret artistic work for presentation.
Select: *Select varied musical works to present based on interest, knowledge, technical skill, and context.*

Enduring Understanding: Performers' interest in and knowledge of musical works, understanding of their own technical skill and the context for a performance influence the selection of repertoire. **Essential Question(s):** How do performers select repertoire?	
MU:Pr4.1.K With guidance, demonstrate and state personal interest in varied musical selections.	**Learning Targets:** I can… • choose music to perform based on my interests. • choose music to perform that fits a topic or mood. • choose music to perform from around the world. • choose the tempo of a song • choose the dynamics of a song.

Analyze: *Analyze the structure and context of varied musical works and their implications for performance.*	
Enduring Understanding: Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance. **Essential Question:** How does understanding the structure and context of musical works inform performance?	
MU:Pr4.2.K 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.	**Learning Targets:** **Pitch:** I can… • explore, identify and respond to high and low pitches. • describe the difference between high and low sounds. • imitate, explore, identify, and perform songs on sol-mi. • describe why certain instruments are high and low. • match my voice with others. **Rhythm:** I can… • identify and demonstrate steady beat. • identify the difference between beat and rhythm. • imitate, explore, identify, notate, improvise ta and ta rest. • imitate and explore ti ti. • recognize the difference between sound and silence. **Dynamics:** I can… • perform loud and soft dynamic levels. • identify through listening and movement piano and forte. • describe why a piece of music is loud or soft. **Timbre:** I can… • imitate, explore, and identify the 4 voice types: speaking, shouting, whispering, singing • identify instruments of the percussion, brass, woodwind,

	and string families
	• explain how the sound is made on an instrument
	• explain the difference between the percussion, brass, woodwind, and string instrument families.
	Form: I can…
	• demonstrate through performing, call and response.
	Tempo: I can...
	• describe why a piece of music is fast or slow

Interpret: *Develop personal interpretations that consider creators' intent.*

Enduring Understanding: Performers make interpretive decisions based on their understanding of context and expressive intent.
Essential Question: How do performers interpret musical works?

MU:Pr4.3.K With guidance, demonstrate awareness of expressive qualities (such as voice quality, dynamics, and tempo) that support the creators' expressive intent.	**Learning Targets:** **Tempo:** I can… • perform on instruments, singing or with movement, fast/slow tempo. **Dynamics:** • perform loud and soft dynamic levels. • respond to loud and soft music. **Humanity:** • describe music of various cultures using music terms. • recognize music of various cultures.

Anchor Standard 5: *Develop and refine artistic techniques and work for presentation.*

Rehearse, Evaluate, Refine: *Evaluate and refine personal and ensemble performances, individually or in collaboration with others.*

Enduring Understanding: To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria.
Essential Question: How do musicians improve the quality of their performance?

MU:Pr5.1K a. With guidance, apply personal, teacher, and peer feedback to refine performances. b. With guidance, use suggested strategies in rehearsal to improve the expressive qualities of music.	**Learning Targets:** I can… • respond to teacher and student comments for improved performance. • practice correct posture, voice control, and instrument technique. • self-assess my performances. • demonstrate appropriate audience behavior for a performance. • identify criteria to evaluate a performance.

Anchor Standard 6: Convey meaning through the presentation of artistic work.

Present: *Perform expressively, with appropriate interpretation and technical accuracy, and in a manner appropriate to the audience and context.*

Enduring Understanding: Musicians judge performance based on criteria that vary across time, place, and culture. The context and how a work is presented influence the audience response.

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Essential Question: When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?

MU:Pr6.1.K	**Learning Targets:** I can…
a. With guidance, perform music with expression. b. Perform appropriately for the audience.	• sing in an ensemble. • sing by myself (solo). • play an instrument in an ensemble. • play an instrument by myself (solo). • perform with correct stage etiquette. • perform a variety of styles. • perform for a variety of purposes (Ceremonial, Artistic Expression, Recreational). • perform music of a variety of cultures.

ASSESSMENTS	**VOCABULARY**	**ELA CONNECTIONS**	**RESOURCES**
	Pitch High Low stage etiquette beat dynamics tempo form timbre percussion brass woodwind string instruments piano forte cultures		

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RESPONDING

Anchor Standard 7: Perceive and analyze artistic work.

Select: *Choose music appropriate for a specific purpose or context.*

Enduring Understanding: Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes.

Essential Question: How do individuals choose music to experience?

MU:Re7.1.K	**Learning Targets:** I can…
With guidance, list personal interests and experiences and demonstrate why they prefer some music selections over others.	• choose music for a variety of purposes. • describe why I like a style of music. • describe, using musical terms, why I like a song.

Analyze: *Analyze how the structure and context of varied musical works inform the response.*

Enduring Understanding: Response to music is informed by analyzing context (social, cultural, and historical) and how creators and performers manipulate the elements of music.

Essential Question: How does understanding the structure and context of music inform a response?

MU:Re7.2.K	**Learning Targets:** I can…
With guidance, demonstrate how a specific music concept (such as beat or melodic direction) is used in music.	• compare beat and rhythm. • compare how music uses high and low patterns.

Anchor Standard 8: Interpret intent and meaning in artistic work.

Interpret: *Support interpretations of musical works that reflect creators'/performers' expressive intent.*

Enduring Understanding: Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.

Essential Question: How do we discern the musical creators' and performers' expressive intent?

MU:Re8.1.K	**Learning Targets:** I can…
With guidance, demonstrate awareness of expressive qualities (such as dynamics and tempo) that reflect creators'/performers' expressive intent.	• describe the purpose of a song. • identify expressive qualities (dynamics, tempo) used in a song.

Anchor Standard 9: Apply criteria to evaluate artistic work.

Evaluate: *Support evaluations of musical works and performances based on analysis, interpretation, and established criteria.*

Enduring Understanding: The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria.

Essential Question: How do we judge the quality of musical work(s) and performance(s)?

MU:Re9.1.K	**Learning Targets:** I can…
With guidance, apply personal and expressive preferences in the evaluation of music.	• evaluate a song based on the listener's experiences. • judge a song based on teacher created criteria.

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RESPONDING			
ASSESSMENTS	**VOCABULARY**	**ELA CONNECTIONS**	**RESOURCES**

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CONNECTING
Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art.
Connect: *Synthesize and relate knowledge and personal experiences to make music.*
Enduring Understanding: Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.   **Essential Question:** How do musicians make meaningful connections to creating, performing, and responding?

MU:Cn10.1.K Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.	**Learning Targets:** I can… • explain how music and dance are alike. • explain how literature and music are connected. • identify similarities in math and music.

CONNECTING			
ASSESSMENTS	**VOCABULARY**	**ELA CONNECTIONS**	**RESOURCES**