**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?

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

**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?

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

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

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### KINDERGARTEN-CURRICULUM MAP

**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.

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**ASSESSMENTS**
- Formative
- Summative

**VOCABULARY**
- Beat
- High
- Low
- Imagine
- Pitch
- Rhythm
- imitate
- explore
- body percussion
- Loud
- Soft

**ELA CONNECTIONS**

**RESOURCES**

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**Comment [1]:** This seems to be more for performing and not creating???

**Comment [2]:** This seems to be more for performing and not creating. ???
## 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?

<table>
<thead>
<tr>
<th>MU:Pr4.1.K</th>
<th>Learning Targets: I can...</th>
</tr>
</thead>
</table>
| With guidance, demonstrate and state personal interest in varied musical selections. | • 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?

<table>
<thead>
<tr>
<th>MU:Pr4.2.K</th>
<th>Learning Targets: I can...</th>
</tr>
</thead>
</table>
| 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. | • 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.  
**Pitch:** 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.  
**Rhythm:** 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.  
**Dynamics:** I can...  
• imitate, explore, and identify the 4 voice types: speaking, shouting, whispering, singing  
• identify instruments of the percussion, brass, woodwind. |

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## KINDERGARTEN-CURRICULUM MAP

### 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

| a. With guidance, perform music with expression. |
| b. Perform appropriately for the audience. |

### Learning Targets:
- I can...
  - 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

<table>
<thead>
<tr>
<th>VOCABULARY</th>
<th>ELA CONNECTIONS</th>
<th>RESOURCES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pitch</td>
<td></td>
<td></td>
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<tr>
<td>High</td>
<td></td>
<td></td>
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<tr>
<td>Low</td>
<td></td>
<td></td>
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<tr>
<td>stage etiquette</td>
<td></td>
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<td>beat</td>
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<td>dynamics</td>
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<td>tempo</td>
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<td>timbre</td>
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<td>percussion</td>
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<td>brass</td>
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<td>woodwind</td>
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<td>string instruments</td>
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<td>piano</td>
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<td>forte</td>
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<td>cultures</td>
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</table>
## 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**
With guidance, list personal interests and experiences and demonstrate why they prefer some music selections over others.

<table>
<thead>
<tr>
<th>Learning Targets</th>
<th>I can...</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>choose music for a variety of purposes.</td>
</tr>
<tr>
<td></td>
<td>describe why I like a style of music.</td>
</tr>
<tr>
<td></td>
<td>describe, using musical terms, why I like a song.</td>
</tr>
</tbody>
</table>

**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**
With guidance, demonstrate how a specific music concept (such as beat or melodic direction) is used in music.

<table>
<thead>
<tr>
<th>Learning Targets</th>
<th>I can...</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>compare beat and rhythm.</td>
</tr>
<tr>
<td></td>
<td>compare how music uses high and low patterns.</td>
</tr>
</tbody>
</table>

**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**
With guidance, demonstrate awareness of expressive qualities (such as dynamics and tempo) that reflect creators'/performers' expressive intent.

<table>
<thead>
<tr>
<th>Learning Targets</th>
<th>I can...</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>describe the purpose of a song.</td>
</tr>
<tr>
<td></td>
<td>identify expressive qualities (dynamics, tempo) used in a song.</td>
</tr>
</tbody>
</table>

**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**
With guidance, apply personal and expressive preferences in the evaluation of music.

<table>
<thead>
<tr>
<th>Learning Targets</th>
<th>I can...</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>evaluate a song based on the listener's experiences.</td>
</tr>
<tr>
<td></td>
<td>judge a song based on teacher created criteria.</td>
</tr>
</tbody>
</table>

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## KINDERGARTEN-CURRICULUM MAP

### RESPONDING

<table>
<thead>
<tr>
<th>ASSESSMENTS</th>
<th>VOCABULARY</th>
<th>ELA CONNECTIONS</th>
<th>RESOURCES</th>
</tr>
</thead>
</table>

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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:Ch10.1.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

<table>
<thead>
<tr>
<th>ASSESSMENTS</th>
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<th>RESOURCES</th>
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