

Standards-Based Learning

Power Standards

Music

Kindergarten

The K–5 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

ⓐ Power Standards highlighted **All** standards must be taught and assessed. Power standards identify the standards that should receive the most instructional focus.

The student understands and applies arts knowledge and skills in dance, music, theatre, and visual arts.		EALR 1
<i>Understands and applies the concepts and vocabulary of music.</i>		<i>1.1.1</i>
1.1.1	<p>Understands and remembers the elements <u>beat and rhythm</u> while creating, performing, and responding to music.</p> <p>Beat and Rhythm</p> <ul style="list-style-type: none"> a) Explores and experiences beat in song and movement. b) Explores, identifies, and uses long and short sounds. 	
1.1.2	<p>Understands and remembers the elements <u>pitch and melody</u> while creating, performing, and responding to music.</p> <p>Pitch and Melody</p> <ul style="list-style-type: none"> a) Illustrates visually that sounds can move up or down, or stay the same. b) Recognizes upward and downward sounds. c) Recognizes aurally and sings the interval of a minor third using d) sol-mi or other melodic systems e) Matches a given pitch when singing simple songs. 	
1.1.3	<p>Understands and remembers the elements <u>harmony, texture, and timbre/tone color</u> while creating, performing, and responding to music.</p> <p>Harmony, Texture, and Timbre/Tone Color</p> <ul style="list-style-type: none"> a) Recognizes that different sources can make similar and/or different sounds. b) Identifies the difference between singing, speaking, whispering, and calling voices. 	
1.1.4	<p>Understands and remembers the element <u>form</u> while creating, performing, and responding to music.</p> <p>Form</p> <ul style="list-style-type: none"> a) Demonstrates simple and basic musical forms through movement. b) Demonstrates call and response and echo songs. 	
1.1.5	<p>Understands and remembers the element <u>expression</u> (dynamics, style, tempo, phrasing) while creating, performing, and responding to music.</p> <p>Expression: Dynamics, Style, Tempo, Phrasing</p> <ul style="list-style-type: none"> a) Explores and uses loud-quiet (dynamics) and fast-slow (tempos). 	

	<i>Develops the skills and techniques of music.</i>	<i>1.2</i>
1.2.1	<p>Analyzes, understands, and applies skills and techniques while creating, performing, and responding to music.</p> <p>a. Explores musical skills and techniques with teacher’s direction and assistance:</p> <ul style="list-style-type: none"> o Reading Music o Performing o Composing o Sight Singing/Reading o Playing Instruments o Singing o Improvising o Conducting o Chanting <p>b. Demonstrates appropriate care of musical instruments.</p>	
	<i>Understands and applies musical genres and styles of various artists, cultures, and times.</i>	<i>1.3</i>
1.3.1	<p>Remembers and recalls musical experiences of diverse genres, artists, cultures, and/or times.</p> <p>a) Recalls musical experiences from the community, culture, and traditions of the students.</p>	
	<i>Understands and applies audience conventions in a variety of arts settings and performances of music.</i>	<i>1.4</i>
1.4.1	<p>Remembers and applies audience conventions in a variety of musical settings and performances.</p> <p>a) Demonstrates self-control.</p> <p>b) Describes appropriate behavior for a musical performance in a specific setting</p>	
The student uses the artistic processes of creating, performing/presenting, and responding to demonstrate thinking skills in dance, music, theatre, and visual arts		EALR 2
	<i>Applies a creative process to music. (Identifies, explores, gathers, interprets, uses, implements, reflects, refines, and presents/performs)</i>	
2.1	<p>Remembers and understands how to use a creative process when creating music.</p> <p>-Demonstrates a creative process:</p> <ul style="list-style-type: none"> o Explores musical elements to create, experience, and discover music. o Uses musical elements to create music through guided exploration. 	
	<i>Applies a performance process to music. (Identifies, selects, analyzes, interprets, rehearses, adjusts, refines, presents, produces, reflects, and self-evaluates)</i>	<i>2.2</i>
2.2.1	<p>Remembers and understands how to use a performance process when preparing and performing music.</p> <p>-Demonstrates a performance process:</p> <p>a.) Rehearses and presents music for performance</p>	
	<i>Applies a responding process to a performance and/or presentation of music. (Engages, describes, analyzes, interprets, and evaluates)</i>	<i>2.3</i>
2.3.1	<p>Remembers and understands how to use a responding process when experiencing music.</p> <p>-Demonstrates a responding process:</p> <ul style="list-style-type: none"> o Engages the senses actively and purposefully while experiencing music. o Describes what is seen, felt, and/or heard (perceived/experienced) when responding to music. 	
The student communicates through the arts (dance, music, theatre, and visual arts).		EALR 3

<i>Uses music to express feelings and present ideas</i>		3.1
3.1.1	Remembers and understands how music is used to express ideas and feelings. a.) Recognizes that feelings can be expressed through music.	
<i>Uses music to communicate for a specific purpose.</i>		3.2
3.2.1	Remembers and understands that music communicates for a specific purpose. a.) Experiences (with teacher's direction) music that communicates for a given purpose. b.) Sings multiple folk and children's songs and games.	
<i>Develops personal aesthetic criteria to communicate artistic choices in music.</i>		3.3
3.3.1	Remembers that personal aesthetic criteria are used to communicate artistic choices. a.) Identifies and shares music and why it is pleasing. b.) Shares (with teacher's direction) how personal aesthetic choices are reflected in music and/or performances.	
The student makes connections within and across the arts (dance, music, theatre, and visual arts) to other disciplines, life, cultures, and work.		EALR 4
<i>Demonstrates and analyzes the connections among the arts disciplines (dance, music, theatre, and visual arts).</i>		4.1
4.1.1	Remembers skills, concepts, and vocabulary that music has in common with other arts disciplines. a. Explores and discovers musical concepts used in multiple arts disciplines. b. Uses common arts vocabulary when describing artworks	
<i>Demonstrates and analyzes the connections among the arts and between the arts and other content areas.</i>		4.2
4.2.1	Remembers skills, concepts, and vocabulary that music has in common with other content areas. a. Explores and recognizes that arts concepts occur in other content areas.	
<i>Understands how the arts impact and reflect personal choices throughout life.</i>		4.3
4.3.1	Remembers how music impacts personal choices. a.) Recognizes examples of music in the classroom.	
<i>Understands how the arts influence and reflect cultures/civilization, place, and time.</i>		4.4
4.4.1	Remembers the specific attributes of a musical work that reflect its cultural and historical context. a.) Recognizes songs from various cultures.	
<i>Understands how arts knowledge and skills are used in the world of work, including careers in the arts.</i>		4.5
4.5.1	Remembers how musical knowledge, skills, and work habits are used in the world of work, including careers in music. a.) Explores and practices work habits needed to create music. b.) Shares and demonstrates different music-related careers and work habits through creative dramatics. c.) Explores and practices work habits needed to participate in music class.	