General Music

The overarching goal of the course of study for general music is comprehensive music literacy. The standards emphasize conceptual understanding in areas that reflect the actual processes in which musicians engage. The foundation for comprehensive music literacy begins in kindergarten. By grades 3, 4, and 5, students begin to apply music reading skills. In grades 6-8, students will enhance and refine skills learned in K-5 to prepare them for the lifelong enjoyment of music.

General Music
Kindergarten

Most children enter kindergarten with a repertoire of songs they may have learned from family members or from childcare or preschool experiences. These songs are the basis from which music educators begin, moving the student from the familiar to new learning experiences in the area of music. Through the four Artistic Processes, students will experience**,** with guidance, the following six concepts of music: rhythm (steady beat, long/short, one sound/two sounds/silence), melody (high/low, upward/downward, *so/mi*), form (echo, same/different), timbre (speaking, singing, shouting, whispering voices), harmony (texture, one sound/more than one sound, accompaniment/no accompaniment, thick/thin), and expression (loud/soft, fast/slow, march/lullaby). These concepts will be experienced through the following skills: performing (singing and playing instruments), creating, reading/writing, and listening/responding/evaluating. The skill of connecting is embedded throughout all standards and grade levels. See Appendix F for Essential Questions and Enduring Understandings.

Students can:

CREATING

Imagine

1. Explore and experience music concepts.
   Example: Explore musical sources freely, using found sounds, electronic sounds, or sounds from voice or instruments found in classroom, remembering to use both sound and silence.

2. Generate musical ideas.
   Example: Improvise rhythmic and melodic variations on given simple melodies.

Plan and Make

3. Demonstrate and choose favorite musical ideas.

4. Organize personal musical ideas using iconic notation and/or recording technology, with guidance.

Evaluate and Refine

5. Apply personal, peer, and teacher feedback in refining personal musical ideas.

Present

6. Demonstrate a final version of personal musical ideas to peers.

PERFORMING

Select

7. Demonstrate and state personal interest in varied musical selections.

Analyze

8. Explore and achieve awareness of music contrasts in a variety of music selected for performance.
   Examples: Demonstrate high/low, loud/soft, same/different.

Interpret

9. Demonstrate awareness of expressive qualities that support the creators' expressive intent.
   Example: Interpret a story through vocal exploration, dynamics, and tempo.

Rehearse, Evaluate, and Refine

10. Apply personal, teacher, and peer feedback to refine performances.

11. Use suggested strategies in rehearsal to improve the expressive qualities of music.

Present

12. Perform music with expression.

13. Perform appropriately for the audience.

RESPONDING

Select

14. List personal interests and experiences and demonstrate why they prefer some music selections over others.

Analyze

15. Demonstrate how a specific music concept is used in music.
    Example: Respond with purposeful movement to the steady beat of a piece of music.

Interpret

16. Demonstrate awareness of expressive qualities that reflect creators'/performers' expressive intent.
    Example: Use body percussion to reflect dynamics in a piece of music.

Evaluate

17. Apply personal and expressive preferences in the evaluation of music.

CONNECTING

A. Connecting standards 1 and 2 are to be embedded while teaching the Creating, Performing, and Responding standards. See page 86.