General Music
Kindergarten

Course Overview:
Kindergarten music provides opportunities for individuals to connect with others in an enjoyable, inclusive environment as they sing, play instruments, and dance. They build the foundation of a musical vocabulary for melody, rhythm, and expressive elements.

Vocabulary:
Audience, Beat, Different, Fast, High, Long, Low, Performer, Same, Short, Singing voice, Slow.

CREATING
Anchor Standard 1: Generate and conceptualize artistic ideas and work.

- 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.Ka With guidance, explore and experience music concepts (such as beat and melodic contour).

- I can identify high and low pitches.
- I can identify fast and slow, same and different, loud and quiet and long and short sounds.
- I can recognize and use whisper, speaking, calling, and singing voices.
- I can perform the rhythm of words.
- I can show, say, clap, move, and play a steady beat.

MU:Cr1.1.Kb With guidance, generate musical ideas (such as movements or motives).

- I can create movement to show the direction of the melody (up/down,) the steady beat, loud and quiet, long and short and same and different.
- I can use whisper, speaking, calling, and singing voices at the appropriate time.

Anchor Standard 2: Organize and develop artistic ideas and work.

- 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.Ka With guidance, demonstrate and choose favorite musical ideas.

- With teacher guidance, I can choose sounds to accompany stories and songs using instruments or my voice.

MU:Cr2.1.Kb With guidance, organize personal musical ideas using iconic notation and/or recording technology.

- I can follow pictures that show the melodic shape, long and short sounds and high and low sounds in music.
- I can read pictures that show one sound, no sound and two sounds to the beat.
- I can make music that sounds like a picture (i.e., long shapes = long sounds).

Anchor Standard 3: Refine and complete artistic work.

- Evaluate and refine selected musical ideas to create musical work(s) that meet appropriate criteria.
- **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.Ka With guidance, apply personal, peer, and teacher feedback in refining personal musical ideas.

- I can listen to feedback from my teacher about my musical work.
- I can wait for my turn to play.

- 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.
- **Enduring Question:** When is creative work ready to share?

MU:Cr3.2.Ka With guidance, demonstrate a final version of personal musical ideas to peers.

- I can suggest ways to make my performance better.

PERFORMING

Anchor Standard 4: Select, analyze, and interpret artistic work for presentation.

- Select varied musical work 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:** How do performers select repertoire?

MU:Pr4.1.Ka With guidance, demonstrate and state personal interest in varied musical selections.

- I can sing songs that add on words each time. (cumulative songs)
- I can sing holiday songs.
- I can sing songs from different countries and people.
- I can sing folk songs.
- I can perform singing games.
- I can perform nursery rhymes.
- I can select the appropriate vocal tone color (sing, talk, call, whisper) for our

performance.

- 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.Ka 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.

- I can play as loudly or quietly as the other children playing instruments or singing.
- I can watch the teacher to know how and when to play my instrument or sing.
- I can respond to same and different.
- I can identify and use four voices: talking, whispering, calling and singing.

- 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.Ka With guidance, demonstrate awareness of expressive qualities (such as voice quality, dynamics, and tempo) that support the creators' expressive intent.

- I can perform songs using loud/ quiet, fast/slow, and high/low.
- I can perform music using the four voices: talk, whisper, call and sing.
- I can show loud/quiet, fast/slow, high/low, long/short through movement.

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

- 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:Pr5.1.Ka With guidance, apply personal, teacher, and peer feedback to refine performances.

- I can discuss the successes of our performance and share ideas for improving our performance.

MU:Pr5.1.Kb With guidance, use suggested strategies in rehearsal to improve the expressive qualities of music.

- I can watch the teacher to know how and when to sing.
- I can play my part even when other children are singing or playing a different part.

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

- 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 cultures.
- **Essential Question(s):** 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.Ka With guidance, perform music with expression.
  - I can sing loudly and quietly.

MU:Pr6.1.Kb Perform appropriately for the audience.
  - I can sing and play as loudly or quietly as the other performers.
  - I can watch the teacher to know how and when to sing and play my instruments.

RESPONDING

Anchor Standard 7: Perceive and analyze artistic work.

- 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.Ka With guidance, list personal interests and experiences and demonstrate why they prefer some music selections over others.
  - I can identify why I might sing a song outside of music class (i.e., lullaby, holiday, game song).

- 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.Ka With guidance, demonstrate how a specific music concept (such as beat or melodic direction) is used in music
  - I can recognize and use fast and slow, same and different, loud and quiet and long and short sounds.
  - I can recognize and use whisper, speaking, calling, and singing voices.
  - I can recognize and use the rhythm of words.
  - I can recognize and use a steady beat.
  - I can recognize the difference between kinds of music, including Montana American Indian music.

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

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

- I can tell when to walk, jog, or gallop by listening to the music.
- I can move to show that I hear the difference between musical timbres.
- I can respond to the expressive qualities in a piece of music.

Anchor Standard 9: Apply criteria to evaluate artistic work.

- Support evaluations of musical works and performances based on analysis, interpretation, and established criteria.
- **Enduring Understanding:** The personal evaluation of musical work(s) and performances(s) is informed by analysis, interpretation, and established criteria.
- **Essential Question:** How do we judge the quality of musical work(s) and performances(s)?

MU:Re9.1.Ka With guidance, apply personal and expressive preferences in the evaluation of music.

- I can tell what I liked about my performance by using phrases such as "I really liked", "next time", and "I was surprised".
- I can tell if a performer used the correct voice (singing vs speaking voice).
- I can use words such high/low, fast/slow, loud/quiet to talk about music from all over the world.
- I can use words such as high/low, fast/slow, loud/quiet to tell what I like about a song.

CONNECTING

Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art.

- 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.Ka Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.

- I can explain why I like a song.
- I can explain why to choose a song for a special occasion or person.

Anchor Standard 11: Relate artistic ideas and works with societal, cultural, and historical

context to deepen understanding.

- Relate musical ideas and works with varied context to deepen understanding.
- **Enduring Understanding:** Understanding connections to varied contexts and daily life enhances musicians' creating, performing and responding.
- **Essential Question:** How do the other arts, other disciplines, contexts, and daily life inform creating, performing, and responding to music?

MU:Cn11.0.Ka Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

- I can add movements to a song to express the meaning of the music.
- I can tell something important about where a song comes from using ideas that tell who, what, where, how, or why.
- I know when to listen or to clap.
- I can sing many kinds of songs, such as singing games, seasonal, multi-cultural, Native American, and patriotic.