# Music K

## Creating

| ESSENTIAL QUESTION | BIG IDEAS |
|---|---|
| **How do musicians conceive and develop new ideas and work?** | <ul><li>The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources. Cr.1 (Imagine)</li><li>Musicians' creative choices are influenced by their expertise, context, and expressive intent. Cr.2 (Plan and Make)</li><li>Musicians evaluate and refine their work through openness to new ideas, persistence, and the application of appropriate criteria. Cr.3 (Evaluate and Refine)</li><li>Musicians' presentation of creative work is the culmination of a process of creation and communication. Cr.4 (Present)</li><li>Relate musical ideas and works with varied context to deepen understanding. Cn.1 (Imagine)</li><li>Synthesize and relate knowledge and personal experiences to make music. Cn.2 (Plan and Make, Present)</li></ul> |

## GUIDING QUESTIONS

- How do musicians generate creative ideas? Cr.1
- How do musicians make creative decisions? Cr.2
- How do musicians improve the quality of their creative work? Cr.3
- When is creative work ready to share? Cr.4

## GRADE LEVEL FOCUS

The focus of this domain is for students to explore and experience Kindergarten musical concepts and generate musical ideas with guidance. Students demonstrate and choose their favorite ideas, using movement and various sound sources. They will organize their ideas, then discuss and apply feedback, and with guidance, demonstrate the final version.

# FOCUS STANDARDS

- Cr.1.K.a *(Imagine)* With guidance, explore and experience music concepts (such as beat and melodic contour).
  Blue Valley Benchmark
  - Explore and experience various sound sources to express ideas, feelings, and basic concepts.

- Cr.1.K.b *(Imagine)* With guidance, generate musical ideas (such as movements or motives).
  Blue Valley Benchmark
  - With teacher support, create short musical ideas using movement, voice or instruments (Ex. short/long, loud/quiet, smooth/bouncy).

- Cr.2.K.a *(Plan and Make)* With guidance, demonstrate and choose favorite musical ideas.
  Blue Valley Benchmark
  - Select and demonstrate favorite sound sources (Ex. found sounds, instruments, voice.) and ideas (Ex. short/long, loud/quiet, smooth/bouncy) from the options presented by the teacher.

- Cr.2.K.b *(Plan and Make)* With guidance, organize personal musical ideas using iconic notation and/or recording technology.
  Blue Valley Benchmark
  - With guidance, use iconic notation (manipulatives) to represent ideas (Ex. form, pattern, same/different).
  - With guidance, use technology (Ex. web tools, I-pad apps, Garage Band loops) to organize musical ideas.

- Cr.3.K *(Evaluate and Refine)* With guidance, apply personal, peer, and teacher feedback in refining personal musical ideas.
  Blue Valley Benchmark
  - With guidance, develop the ability to accept feedback on personal musical ideas (Ex. class discussion on how to accept feedback).
  - With guidance, apply given feedback (Ex. make your voice higher, play that instrument softer).

- Cr.4.K  *(Present)* With guidance, demonstrate a final version of personal musical ideas to peers.
  Blue Valley Benchmark
  - Perform or present (informal and formal), individually or with others, a student-generated musical creation, demonstrating kindergarten level skills.

- First Steps by John Feierabend
- Game Plan by Jeff Kriske and Randy DeLelles
- Making Music by Silver Burdett
- Music Play Online

# Performing

| ESSENTIAL QUESTION | BIG IDEAS |
|---|---|
| **How do musicians realize artistic ideas and work through interpretation and presentation?** | <ul><li>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. Pr.1 (Select)</li><li>Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance. Pr.2 (Analyze)</li><li>Performers make interpretive decisions based on their understanding of context and expressive intent. Pr.3 (Interpret)</li><li>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. Pr.4 (Rehearse, Evaluate and Refine)</li><li>Musicians judge performance based on criteria that vary across time, place, and cultures. The context and the manner in which musical work is presented influence the audience response. Pr. 5 (Present)</li><li>Relate musical ideas and works with varied context to deepen understanding. Cn.1 (Analyze, Present)</li><li>Synthesize and relate knowledge and personal experiences to make music. Cn.2 (Select, Interpret, Present)</li></ul> |

- How do performers select repertoire? Pr.1
- How does understanding the structure and context of musical works inform performance? Pr.2
- How do performers interpret musical works? Pr.3
- How do musicians improve the quality of their performance? Pr.4, Pr.5
- When is a performance judged ready to present? Pr.5
- How do context and the manner in which musical work is presented influence audience response? Pr.5

## GRADE LEVEL FOCUS

The focus of this domain is for students to demonstrate awareness of music contrasts and expressive qualities, with guidance.  Students learn to apply feedback to refine performance and use suggested strategies to improve the expressive qualities of music.

## FOCUS STANDARDS

- Pr.1.K *(Select)* With guidance, demonstrate and state personal interest in varied musical selections.
  Blue Valley Benchmark
    - Select music to experience based on personal interest.

- Pr.2.K *(Analyze)* 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.
  Blue Valley Benchmark
    - Recognize and respond to high/low.
    - Recognize and respond to loud/soft.
    - Recognize and respond to same/different.
    - Recognize and respond to fast/slow.

- Pr.3.K *(Interpret)* With guidance, demonstrate awareness of expressive qualities (such as voice quality, dynamics, and tempo) that support the creators' expressive intent.
  Blue Valley Benchmark
    - Identify grade K symbols related to expression.
    - Identify how expression is related to intent.

- Pr.4.K.a *(Rehearse, Evaluate, and Refine)* With guidance, apply personal, teacher, and peer feedback to refine performances.
  Blue Valley Benchmark
    - Listen and reflect on performance with guidance.
    - Revise performances with guidance.

- Pr.4.K.b *(Rehearse, Evaluate, and Refine)* With guidance, use suggested strategies in rehearsal to improve the expressive qualities of music.
  Blue Valley Benchmark
    - Refine expressive qualities by applying teacher suggestions and peer suggestions.

- Pr.5.K.a *(Present)* With guidance, perform music with expression.
  Blue Valley Benchmark
    - Demonstrate expression through movement, singing, or sound sources.
    - Respond to basic conductor's cues.

- Pr.5.K.b *(Present)* Perform appropriately for the audience.
  Blue Valley Benchmark
    - Sing, move, and play instruments at appropriate times.
    - Respond appropriately to audience applause.

## SUPPORTING RESOURCES

- First Steps by John Feierabend
- Game Plan by Jeff Kriske and Randy DeLelles
- Making Music by Silver Burdett
- Music Play Online

# Responding

| ESSENTIAL QUESTION | BIG IDEAS |
| --- | --- |
| **How do performers understand and evaluate how the arts convey meaning?** | <ul><li>Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes. Re.1 (Select)</li><li>Response to music is informed by analyzing context (social, cultural, and historical) and how creators and performers manipulate the elements of music. Re.2 (Analyze)</li><li>Through their use of elements and structures of music, creators and performers provide clues to their expressive intent. Re.3 (Interpret)</li><li>The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria. Re.4 (Evaluate)</li><li>Relate musical ideas and works with varied context to deepen understanding. Cn.1 (Analyze, Evaluate)</li><li>Synthesize and relate knowledge and personal experiences to make music. Cn.2 (Select)</li></ul> |

## GUIDING QUESTIONS

- How do individuals choose music to experience? Re.1 (Select)
- How does understanding the structure and context of music inform a response? Re.2 (Analyze)
- How do we discern the musical creators' and performers' expressive intent? Re.3 (Interpret)
- How do we judge the quality of musical works and performances? Re. 4 (Evaluate)

## GRADE LEVEL FOCUS

The focus of this domain is for students to understand, with guidance, how specific music concepts are used in music and demonstrate awareness of the expressive qualities found in selected musical works. They will begin to evaluate music based on personal and expressive preferences.

## FOCUS STANDARDS

- Re.1.K *(Select)*  With guidance, list personal interests and experiences and demonstrate why they prefer some music selections over others.
  Blue Valley Benchmark
  - Identify and describe the purpose of music as it is experienced in daily life.
  - Identify and discuss preferred music selections with teacher guidance.
  - Explain how personal interests and experiences influence that preference.

- Re.2.K *(Analyze)* With guidance, demonstrate how a specific music concept (such as beat or melodic direction) is used in music.
  Blue Valley Benchmark
  - Identify specific music concepts as they appear in selected music with teacher guidance.

- Re.3.K *(Interpret)* With guidance, demonstrate awareness of expressive qualities (such as dynamics and tempo) that reflect creators'/performers' expressive intent.
  Blue Valley Benchmark
  - Demonstrate expressive qualities found in selected musical works with guidance.
  - Describe how expressive qualities found in selected musical works can be used to convey the composers'/performers' intent.

- Re.4.K *(Evaluate)* With guidance, apply personal and expressive preferences in the evaluation of music.
  Blue Valley Benchmark
  - Identify preferred music selection for various purposes.
  - Apply personal preferences to evaluate a music selection with guidance.

## SUPPORTING RESOURCES

- First Steps by John Feierabend
- Game Plan by Jeff Kriske and Randy DeLelles
- Making Music by Silver Burdett
- Music Play Online