**Kindergarten TN Academic General Music Standards – Pg. 1**

**DOMAIN: Perform**

**ANCHOR (Foundation P1):**

Select, analyze, and interpret artistic work for performance.

**Specific Anchor: Select**

Select varied musical works to present based on interest, knowledge, technical skill, and context.

**Performance Standard K.GM.P1.A**

With guidance, **demonstrate and state personal interest in varied musical selections,** explore and experience music concepts such as pitch, rhythms, vocal timbres, movement, musical contrasts, **t**extures, sequence, and ways to define music.

**What Students Need To Know (CONCEPTS)**

Pitch- high/low

Rhythms- short/long

Movement

Musical Concepts- loud/soft; fast/slow

Sequence- same/different

Textures- types of percussion (wood/metal/skin)

Ways to Define Music

Vocal timbres- Sing/Speak/Whisper/Call

**What Students Are Able To Do (SKILLS)**

Explore **Music**

Experience **Music**

**Student Friendly Language**

I can explore high and low.

I can explore short and long sounds.

I can demonstrate four ways to use my voice.

I can experience movement with music or a poem.

I can describe music as loud or soft.

I can describe music as fast or slow.

I can identify a classroom instrument as wood, metal, or skin.

I can identify same and different sections of music.

**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?

**Kindergarten TN Academic General Music Standards – Pg. 2**

**DOMAIN: Perform**

**Anchor (Foundation P1):**

Select, analyze, and interpret artistic work for performance.

**Specific Anchor: Analyze**

Analyze the structure and context of varied musical works and their implications for performance.

**Performance Standard K.GM.P1.B** With guidance using voices, instruments or movement, **e**xplore and demonstrate awareness of music contrasts\* **(such as high/low, loud/soft, same/different)** in a variety of music selected for performance\*.

**What Students Need To Know (CONCEPTS)**

Music Contrasts-

Fast/Slow

High/Low

Loud/Soft

Same/Different

Upward/Downward

Smooth/Jerky

Heavy/Light

**What Students Are Able To Do (SKILLS)**

Explore using voices, instruments, or movement. Demonstrate awareness of \*music contrasts.

**Student Friendly Language**

I can show •music contrasts with my voice. I can show \*music contrasts with instruments. I can show \*music contrasts with movements.

**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?

\* You can substitute whichever opposite you are working on.

\* ”For performance” could mean what you are performing in class that day or for a concert.

**Kindergarten TN Academic General Music Standards – Pg. 3**

**DOMAIN: Perform**

**Anchor (Foundation P1):**

Select, analyze, and interpret artistic work for performance.

**Specific Anchor: Interpret**

Develop personal interpretations that consider creators’ intent.

**Performance Standard K.GM.P1.C** With guidance using voices, instruments or movement, demonstrate awareness of expressive qualities (such as voice quality, dynamics, **and** tempo) **that support the creators’ expressive intent.**

**What Students Need To Know (CONCEPTS)**

Voices

Instruments

Movement

Expressive Qualities

Dynamics

Tempo

**What Students Are Able To Do (SKILLS)**

Demonstrate

**Student Friendly Language**

I can move to different speeds of music. I can use my body to show loud and soft sounds. I can show the different ways I can use my voice.

**Enduring Understanding**  Performers make interpretive decisions based on their understanding of context and expressive intent.

**Essential Question** How do performers interpret musical works?

**Kindergarten TN Academic General Music Standards – Pg. 4**

**DOMAIN: Perform**

**Anchor (Foundation P2):**

Develop and refine (organize) artistic work for performance.

**Specific Anchor: Rehearse, Evaluate and Refine**

Evaluate and refine personal and ensemble performances, individually or in collaboration with others.

**Performance Standard K.GM.P2.A** With guidance, apply feedback (personal, teacher, and peer) to refine performances.

**What Students Need To Know (CONCEPTS)**

Feedback on performances.

**What Students Are Able To Do (SKILLS)**

Apply feedback.

Refine performances.

**Student Friendly Language**

I can improve a performance, with my teacher’s help. I can listen for mistakes in a performance, with my teacher’s help.

**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?

**Kindergarten TN Academic General Music Standards – Pg.5**

**DOMAIN: Perform**

**Anchor (Foundation P2):**

Develop and refine (organize) artistic techniques and work for performance.

**Specific Anchor: Rehearse, Evaluate and Refine**

Evaluate and refine personal and ensemble performances, individually or in collaboration with others.

**Performance Standard K.GM.P2.B** With guidance, use suggested strategies in rehearsal to improve the expressive qualities of music (such as voice quality, dynamics, or tempo).

**What Students Need To Know (CONCEPTS)**

Expressive Qualities of Music

Strategies in Rehearsal

**What Students Are Able To Do (SKILLS)**

Improve

**Student Friendly Language**

I can improve my performance by singing a song using a soft/loud singing voice. I can improve my performance by reading a speech piece using a whisper voice/shouting voice. I can improve my performance by choosing movements to demonstrate fast/slow.

**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?

**Kindergarten TN Academic General Music Standards - Pg. 6**

**DOMAIN: Perform**

**Anchor (Foundation P3):**

Convey and express meaning through the presentation of artistic work.

**Specific Anchor: Present**

Perform expressively, with appropriate interpretation and technical accuracy, and in a manner appropriate to the audience and context.

**Performance Standard K.GM.P3.A** With guidance, sing, alone and with others, with expression\*.

**What Students Need To Know (CONCEPTS)**

Echo Songs

Pitch Exploration

Question & Answer

Opposites

Simple Songs

Pentatonic/Diatonic Melodies

So/Mi and La/So/Mi Patterns

**What Students Are Able To Do (SKILLS)**

Sing with various types of expression.

**Student Friendly Language**

I can sing an echo song alone or with others. I can use my voice in different ways (siren; high/low; loud/soft). I can sing a simple song alone or with others (so/mi; la/so/mi; pentatonic/diatonic).

**Enduring Understanding**

Musicians judge performance based on criteria that vary across time, place, and cultures. The context and how a work is presented influence the audience response.

**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?

\* The following concepts are assumed in order to accomplish these standards: echo songs, pitch-exploration games, so-mi

and la-so-mi patterns on neutral syllables, simple songs with limited pitches, pentatonic/diatonic melodies,

questions/answers, in circle formation.

**Kindergarten TN Academic General Music Standards - Pg. 7**

**DOMAIN: Perform**

**Anchor (Foundation P3):**

Convey and express meaning through the presentation of artistic work.

**Specific Anchor: Present**

Perform expressively, with appropriate interpretation and technical accuracy, and in a manner appropriate to the audience and context.

**Performance Standard K.GM.P3.B** With guidance, using body percussion and/or instruments, perform, alone and with others, with expression\*.

**What Students Need To Know (CONCEPTS)**

Body Percussion

Instruments

**What Students Are Able To Do (SKILLS)**

Perform

Guidance

Expression\*

Skill\*

**Student Friendly Language**

I can choose to perform on body percussion or instruments expressively by myself or with others, with help.

**Enduring Understanding**

Musicians judge performance based on criteria that vary across time, place, and cultures. The context and how a work is presented influence the audience response.

**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?

\* The following concepts are assumed in order to accomplish these standards: exploring steady beat, iconic notation, chord

bordun, with a song/story/poem/recording.

**Kindergarten TN Academic General Music Standards - Pg. 8**

**DOMAIN: Perform**

**Anchor (Foundation P3):**

Convey and express meaning through the presentation of artistic work.

**Specific Anchor: Present**

Perform expressively, with appropriate interpretation and technical accuracy, and in a manner appropriate to the audience and context.

**Performance Standard K.GM.P3.C** Perform appropriately for the audience; demonstrate appropriate posture, and evaluate performance etiquette.

**What Students Need To Know (CONCEPTS)**

Audience

Posture

Performance Etiquette

**What Students Are Able To Do (SKILLS)**

Perform

Demonstrate

Evaluate

**Student Friendly Language**

I can perform with correct posture. I can perform keeping my eyes on the teacher. I can perform being actively engaged. I can demonstrate correct posture while performing by standing up straight with hands to sides (or sitting appropriately if playing an instrument). I can evaluate performance etiquette/behavior using age appropriate music vocabulary.

**Enduring Understanding**

Musicians judge performance based on criteria that vary across time, place, and cultures. The context and how a work is presented influence the audience response.

**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?

**Kindergarten TN Academic General Music Standards - Pg. 9**

**DOMAIN: Perform**

**Anchor (Foundation P3):**

Convey and express meaning through the presentation of artistic work.

**Specific Anchor: Present**

Perform expressively, with appropriate interpretation and technical accuracy, and in a manner appropriate to the audience and context.

**Performance Standard K.GM.P3.D** Demonstrate appropriate audience behavior, and evaluate student behavior during a performance.

**What Students Need To Know (CONCEPTS)**

Audience Behavior

Student Behavior

**What Students Are Able To Do (SKILLS)**

Demonstrate

Evaluate

**Student Friendly Language**

I can show appropriate behavior during a performance. I can evaluate audience behavior during a performance.

**Enduring Understanding**

Musicians judge performance based on criteria that vary across time, place, and cultures. The context and how a work is presented influence the audience response.

**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?

**Kindergarten TN Academic General Music Standards – Pg. 10**

**DOMAIN: Create**

**ANCHOR (Foundation Cr1):**

Generate and conceptualize artistic ideas and work.

**Specific Anchor: Imagine**

Generate musical ideas for various purposes and contexts.

**Performance Standard K.GM.Cr1.A**

With guidance, explore and experience music concepts such as pitch, short rhythms, different vocal timbres, movement, musical contrasts, textures, sequence, **beat,** and ways to define music.

**What Students Need To Know (CONCEPTS)**

Pitch

Short Rhythms

Vocal timbres**- Sing/Speak/Whisper/Call**

Movement

Musical Concepts- high/low; loud/soft; up/down; long/short; same/different**; fast/slow**

Textures**- types of percussion (wood/metal/skin)**

Sequence**- same/different**

Ways to Define Music

**What Students Are Able To Do (SKILLS)**

Explore Music

Experience Music

**Student Friendly Language**

I can explore loud and soft music. I can explore high and low sounds.

I can explore ways to use my voice.

I can explore long and short sounds.

I can explore patterns of sounds.

I can move to match music.

I can explore what music means.

I can…

**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?

**Kindergarten TN Academic General Music Standards – Pg. 11**

**DOMAIN: Create**

**ANCHOR (Foundation Cr1):**

Generate and conceptualize artistic ideas and work.

**Specific Anchor: Imagine**

Generate musical ideas for various purposes and contexts.

**Performance Standard K.GM.Cr1.B**

With guidance, using voices, body percussion, instruments, and movement, improvise musical ideas (rhythmically and non-rhythmically) to accompany songs, poems, stories or listening examples .

**What Students Need To Know (CONCEPTS)**

Musical Ideas

**What Students Are Able To Do (SKILLS)**

With guidance, use voices, body percussion, instruments, and movement.  With guidance, accompany songs, poems, stories, or listening examples.

**Student Friendly Language**

I can create a musical idea.

I can use my \_\_\_\_\_\_\_\_ to improvise to song, poem, a story, or listening examples. (voice/body percussion/instrument)

**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?

**Kindergarten TN Academic General Music Standards – Pg. 12**

**DOMAIN: Create**

**ANCHOR (Foundation Cr2):**

Organize and develop artistic ideas and work.

**Specific Anchor: Plan and Make**

Select and develop musical ideas for defined purposes and contexts.

**Performance Standard K.GM.Cr2.A**

With guidance, (using ideas from songs, poems, or stories for performance) demonstrate, choose and justify favorite musical ideas **(for a specific purpose)**.

**What Students Need To Know (CONCEPTS)**

**Select** favorite musical ideas from:

Songs

Poems

Stories

**What Students Are Able To Do (SKILLS)**

Demonstrate

Choose

Justify

**Student Friendly Language**

I can choose my favorite musical idea using songs, poems or stories, with the help of my teacher.

I can show my favorite musical idea using songs, poems or stories, with the help of my teacher.

I can explain or talk about my favorite musical idea using songs, poems, or stories, with the help of my teacher.

**Enduring Understanding**

Musicians’ creative choices are influenced by their expertise, context, and expressive intent.

**Essential Question**

How do musicians make creative decisions?

**Kindergarten TN Academic General Music Standards – Pg. 13**

**DOMAIN: Create**

**ANCHOR (Foundation Cr2):**

Organize and develop artistic ideas and work.

**Specific Anchor: Plan and Make**

Select and develop musical ideas for defined purposes and contexts.

**Performance Standard K.GM.Cr2.B**

With guidance, using digital media or pictures to notate a short musical idea, organize personal musical ideas using iconic notation and/or recording technology.

**What Students Need To Know (CONCEPTS)** Notation shown by digital media. Notation shown by pictures.

**What Students Are Able To Do (SKILLS)**

Organize personal musical ideas with iconic notation.

Organize personal musical ideas with recording technology.

**Student Friendly Language**

I can write down my musical ideas using pictures.

I can organize my musical ideas with pictures.

I can organize my musical ideas with recording tools.

**Enduring Understanding**

Musicians’ creative choices are influenced by their expertise, context, and expressive intent.

**Essential Question**

How do musicians make creative decisions?

**Kindergarten TN Academic General Music Standards – Pg. 14**

**DOMAIN: Create**

**ANCHOR (Foundation Cr3):**

Refine and complete artistic work.

**Specific Anchor: Evaluate and Refine**

Evaluate and refine selected musical ideas to create musical work that meets appropriate criteria.

**Performance Standard K.GM.Cr3.A**

With guidance, using teacher-given vocabulary, apply **personal, peer, or teacher** feedback to refine personal musical ideas.

**What Students Need To Know (CONCEPTS)**

Teacher-given Vocabulary

Personal Musical Ideas

**What Students Are Able To Do (SKILLS)**

Apply Feedback

Refine

**Student Friendly Language**

I can make changes to my musical ideas.

I can discuss my musical ideas.

**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?

**Kindergarten TN Academic General Music Standards – Pg. 15**

**DOMAIN: Create**

**ANCHOR (Foundation Cr3):**

Refine and complete artistic work.

**Specific Anchor: Present**

Share creative musical work that conveys intent, demonstrates craftsmanship, and exhibits originality.

**Performance Standard K.GM.Cr3.B**

With guidance, using created vocal, instrumental, or movement pieces, demonstrate a final version of personal musical ideas.

**What Students Need To Know (CONCEPTS)**

Personal Musical Ideas

**What Students Are Able To Do (SKILLS)**

Demonstrate

**Student Friendly Language**

I can sing my musical ideas.

I can play my musical ideas with instruments.

I can perform my musical ideas with body percussion.

**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?

**Kindergarten TN Academic General Music Standards – Pg. 16**

**DOMAIN: Respond**

**ANCHOR (Foundation R1):**

Perceive and analyze artistic work.

**Specific Anchor: Select**

Choose music appropriate for a specific purpose or context.

**Performance Standard K.GM.R1.A**

With guidance, list personal interests and experiences explaining musical preference.

**What Students Need To Know (CONCEPTS)**

What **music** they like and why.

**What Students Are Able To Do (SKILLS)**

Cross-curricular Describe why they like something.

**Student Friendly Language**

I can use music words to talk about the music I like. I can describe music that I like.

**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?

**Kindergarten TN Academic General Music Standards – Pg. 17**

**DOMAIN: Respond**

**ANCHOR (Foundation R2):**

Interpret intent and meaning in artistic work.

**Specific Anchor: Interpret**

Support interpretations of musical works that reflect creators’/performers’ expressive intent.

**Performance Standard K.GM.R2.A**

With guidance, demonstrate awareness of music concepts (such as same/different sections of music, musical sounds or simple musical characteristics in a listening selection) **that reflect expressive intent.**

**What Students Need To Know (CONCEPTS)**

Music Concepts

Instrument Sounds

Vocal Timbres

**What Students Are Able To Do (SKILLS)**

Students describe what they hear. Students tell why they hear the sounds described.

**Student Friendly Language**

I can use music words to talk about the music I hear. I can describe why sounds are used in music, stories, songs, or poems.

**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 musical creators’ and performers’ expressive intent?

**Kindergarten TN Academic General Music Standards – Pg. 18**

**DOMAIN: Respond**

**ANCHOR (Foundation R3):**

Apply criteria to evaluate artistic work.

**Specific Anchor: Evaluate**

Support evaluations of musical works and performances based on analysis, interpretation, and established criteria.

**Performance Standard K.GM.R3.A**

With guidance, apply personal preferences in the evaluation of music and discuss a musical performance.

**What Students Need To Know (CONCEPTS)**

Music Concepts

Instrument Sounds

Vocal Timbres

**What Students Are Able To Do (SKILLS)**

Students describe what they hear and what they like. Students tell why they hear the sounds described and if they like the sounds.

**Student Friendly Language**

I can use music words to talk about what I like about the music performance. I can use music words to talk about what was done well in the music performance.

**Enduring Understanding**

The personal evaluation of musical works and performances is informed by analysis, interpretation, and established criteria.

**Essential Question**

How do we judge the quality of musical work(s) and performance(s)?

**Kindergarten TN Academic General Music Standards – Pg. 19**

**DOMAIN: Connect**

**ANCHOR (Foundation Cn1):**

Synthesize and relate knowledge and personal experiences to artistic endeavors.

**Specific Anchor: Connect #10**

Synthesize and relate knowledge and personal experiences to make music.

**Performance Standard K.GM.Cn1.A**

Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music (such as expressing personal preferences in music or how music is used in daily life).

**What Students Need To Know (CONCEPTS)**

Interest

Knowledge

Skills

Personal Choice

Intent

**What Students Are Able To Do (SKILLS)**

Demonstrate Express Create Perform Respond

**Student Friendly Language**

I can make a personal choice about what music to perform. I can make a choice about what music to sing. I can explain why I like my favorite music. I can share the ways music is important in my life. I can choose/create a movement that is appropriate for a song. I can identify songs that are important to my family. I can identify/demonstrate musical selections for various occasions, holidays, or (cultural) celebrations.

**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?

**Kindergarten TN Academic General Music Standards – Pg. 20**

**DOMAIN: Connect**

**ANCHOR (Foundation Cn2):**

Relate artistic ideas and works with societal, cultural, and historical context.

**Specific Anchor: Connect #11**

Relate musical ideas and works to varied contexts and daily life to deepen understanding.

**Performance Standard K.GM.Cn2.A**

Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and/or daily life (such as exploring the connection between poems and songs through rhyme).

**What Students Need To Know (CONCEPTS)**

Relationships: other arts, disciplines, context (where, when and why), daily life, purpose.

What is a poem? (Introduce students to a variety of poems.)

Rhyming Words

**What Students Are Able To Do (SKILLS)**

Demonstrate Explore Understand Compare

**Student Friendly Language** I can find the rhyming words in a poem and in a song. I can choose art (or draw art) that fits a piece of music. I can choose music to go with a piece of art/dance, and explain my choice. I can explore music from different historical periods/events. I can explore music/dance from other cultures. I can demonstrate line/phrasing in art and music. I can demonstrate the difference between pitch and volume. I can demonstrate the relationship between fractions and note values. I can identify music from a variety of cultures.

**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?