

Olathe Public Schools

Elementary General Music Standards at a Glance – Grade K

Standard 1: Creating — Conceiving and developing new artistic ideas and work.

Process Components	Grade K Performance Standards	Learning Targets
Imagine – Generate musical ideas for various purposes and contexts.	Cr.1.K With guidance experience and generate musical concepts including steady beat and contrasting expressive elements.	<ul style="list-style-type: none"> Improvises personal instrumental accompaniments to enhance songs, stories, and/or poems. Demonstrate different ways to use the voice. Echo and improvise “answers” in the same style to given rhythmic and melodic “questions.” Improvise simple ostinato accompaniments with an established steady beat. Use traditional and non-traditional instruments and materials to create a simple rhythmic accompaniment to a poem or story (i.e. sound carpet). Explore various sound sources to express ideas, feelings, and basic concepts.
Plan and Make – Select and develop musical ideas for defined purposes and contexts.	<p>Cr.2.K.a With guidance, organize chosen musical ideas using iconic and/or standard notation and/or technology.</p> <p>Cr.2.K.b. With guidance, demonstrate chosen musical ideas.</p>	<ul style="list-style-type: none"> Arrange a piece using traditional and nontraditional sound sources and electronic music using iconic and/or standard notation. Select stylistic concepts (i.e. dynamics, tempo, and articulation) to convey expressive intent of a composition. Identify parts of a note.
Evaluate and Refine – Evaluate and refine selected musical ideas to create musical work that meets appropriate criteria.	Cr.3.K With guidance, apply personal, peer, and teacher feedback in refining personal musical ideas.	<ul style="list-style-type: none"> Explain, using appropriate music terminology, their personal preferences for quality musical works.
Present – Share creative musical work that conveys intent, demonstrates craftsmanship, and exhibits originality.	Cr.4.K With guidance, demonstrate a revised version of personal musical ideas to others.	<ul style="list-style-type: none"> Perform a revised personal musical creation.

Standard 2: Performing — Realizing artistic ideas and work through interpretation and presentation.

Process Components	Grade K Performance Standards	Learning Targets
Select — Select varied musical work to present based on interest, knowledge, technical skill, and context.	Pr.2.K With guidance, demonstrate knowledge of music concepts in music from a variety of cultures selected for performance.	<ul style="list-style-type: none"> Identify and describe the purpose of music as it is experienced in daily life. Select musical elements to perform in a specific context.
Analyze — Analyze the structure and context of varied musical works and their implication for performance.	<p>Pr.2.K.a With guidance read and perform rhythmic patterns using iconic or standard and/or standard notation.</p> <p>Pr.2.K.b With guidance, explore and demonstrate awareness of music contrasts in a variety of music selected for performance.</p>	<ul style="list-style-type: none"> Identify and describe the various musical elements used within musical works from various cultures and historical eras. Identify by name or function stylistic concepts for rhythm, pitch, articulation, dynamics, tempo, and form. Compare contrasting musical works by identifying how the musical elements are used to create different musical effects. Perform a tonic pedal accompaniment and simple rhythmic patterns on classroom instruments. Echo short rhythmic and melodic phrases. Identify the introduction of a song.

Process Components	Grade K Performance Standards	Learning Targets
Interpret — Develop personal interpretations that consider creators' intent.	Pr.3.K With guidance, demonstrate awareness of expressive qualities .	<ul style="list-style-type: none"> Identify expressive qualities found in selected musical works. Explain how expressive qualities and concepts found in selected musical works can be used to convey the composer's intent. Identify and play classroom instruments. Respond with appropriate movement to contrasting expressive qualities in music.
Rehearse, Evaluate, and Refine — Evaluate and refine personal and ensemble performances, individually or in collaboration with others.	Pr.4.K With guidance, <i>apply feedback to improve the expressive qualities of music</i> .	<ul style="list-style-type: none"> Through rehearsal, apply feedback to refine the individual and/or group performance. Describe musical examples heard and/or performed.
Present — Perform expressively, with appropriate interpretation and technical accuracy, and in a manner appropriate to the audience and context.	<p>Pr.5.K.a With guidance, perform music with expression appropriately for the audience.</p> <p>Pr.5.K.b Demonstrate performance decorum and audience etiquette.</p>	<ul style="list-style-type: none"> Perform using developmentally appropriate voice, instrument, or movement from various genres and cultures. Perform with a steady beat and accurate rhythm in simple meters. Perform developmentally appropriate songs using expressive qualities to communicate an interpretation of a given song. Demonstrate developmentally appropriate performance decorum and audience etiquette.

Standard 3: Responding — Understanding and evaluating how the arts convey meaning.

Process Components	Grade K Performance Standards	Learning Targets
Select — Choose music appropriate for a specific purpose or context.	Re.1.K With guidance, <i>list</i> personal interests and experiences and demonstrate why they prefer some music selections over others.	<ul style="list-style-type: none"> Identify and describe the purpose of music as it is experienced in daily life. Identify preferred music selections for various purposes.
Analyze — Analyze how the structure and context of varied musical works inform the response.	Re.2.K With guidance, demonstrate how specific music concepts are used in music .	<ul style="list-style-type: none"> Use appropriate musical vocabulary when identifying musical concepts.
Interpret — Support interpretations of musical works that reflect creators'/performers' expressive intent.	Re.3.K With guidance, demonstrate awareness of expressive qualities that reflect creators'/performers' expressive intent.	<ul style="list-style-type: none"> Demonstrate expressive qualities found in selected musical works. Respond with appropriate movement to contrasting elements in music. Discriminate between and identify contrasting musical expressive elements.
Evaluate — Support evaluations of musical works and performances based on analysis, interpretation, and established criteria.	Re.4.K With guidance, apply personal and expressive preferences in the evaluation of music .	<ul style="list-style-type: none"> Identify preferred music selections for various purposes. Describe personal preferences of a selected musical work.