



JC Schools Kindergarten Music Yearly Standards

Strands	Priority Standards	Supporting Standards
Strand 1 Rhythm	MU: Re7B.Ka a. With guidance, demonstrate how a specific music concept (such as beat or melodic direction) is used in music.	MU: Cr1A.Ka a. With guidance, explore and experience music concepts (such as beat and melodic contour). MU: Pr4B.Ka a. 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.
Strand 2 Melody	MU: Re7B.Ka a. With guidance, demonstrate how a specific music concept (such as beat or melodic direction) is used in music.	MU: Cr1A.Ka a. With guidance, explore and experience music concepts (such as beat and melodic contour). MU: Pr4B.Ka a. 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.

<p>Strand 3</p> <p>Timbre/Tone Color</p>	<p>MU: Re7B.Ka a. With guidance, demonstrate how a specific music concept (such as beat or melodic direction) is used in music.</p>	<p>MU: Pr4C.Ka a. With guidance, demonstrate awareness of expressive qualities (such as voice quality, dynamics, and tempo) that support the creators' expressive intent.</p>
<p>Strand 4</p> <p>Musical Styles/Genres</p>	<p>MU: Pr4A.Ka a. With guidance, demonstrate and state personal interest in varied musical selections.</p>	<p>MU: Cn11A.Ka a. Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.</p> <p>MU: Cr2A.Ka a. With guidance, demonstrate and choose favorite musical ideas.</p> <p>MU: Re7A.Ka a. With guidance, list personal interests and experiences and demonstrate why they prefer some music selections over others.</p> <p>MU: Re9A.Ka a. With guidance, apply personal and expressive preferences in the evaluation of music.</p>
<p>Strand 5</p> <p>Artistic Elements</p>	<p>MU: Re7B.Ka a. With guidance, demonstrate how a specific music concept (such as beat or melodic direction) is used in music.</p>	<p>MU: Re8A.Ka a. With guidance, demonstrate awareness of expressive qualities (such as dynamics and tempo) that reflect the creators'/performers' expressive intent.</p>

<p>Strand 6</p> <p>Perform</p>	<p>MU: Pr6A.Kb b. Perform appropriately for the audience.</p>	<p>MU:Pr4C.Ka With guidance, demonstrate awareness of expressive qualities (such as voice quality, dynamics, and tempo) that support the creators' expressive intent.</p> <p>MU: Pr5A.Ka a. With guidance, apply personal, teacher, and peer feedback to refine performances.</p> <p>MU: Pr5A.Kb b. With guidance, use suggested strategies in rehearsal to improve the expressive qualities of music</p> <p>MU: Pr6A.Ka a. With guidance, perform music with expression.</p> <p>MU: Cn10A.Ka a. Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.</p>
<p>Strand 7</p> <p>Compose</p>	<p>MU: Cr2A.Kb b. With guidance, organize personal musical ideas using iconic notation and/or recording technology.</p>	<p>MU: Cr1A.Kb b. With guidance, generate musical ideas (such as movements or motives).</p> <p>MU: Cr2A.Ka a. With guidance, demonstrate and choose favorite musical ideas.</p>

		<p>MU: Cr3A.Ka a. With guidance, apply personal, peer and teacher feedback in refining personal musical ideas.</p> <p>MU: Cr3B.Ka a. With guidance, demonstrate a final version of personal musical ideas to peers.</p> <p>MU: Re9A.Ka a. With guidance, apply personal and expressive preferences in the evaluation of music.</p> <p>MU: Cn10A.Ka a. Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.</p>
<p>Strand 8</p> <p>Dance</p>	<p>DA:Pr5A.K.b Move safely in general space and start and stop on cue during activities, group formations, and creative explorations while maintaining personal space.</p>	<p>DA:Cr1A.K.b Explore different ways to do basic locomotor and nonlocomotor movements by changing at least one of the elements of dance.</p> <p>DA:Pr4A.K.b Demonstrate tempo contrasts with movements that match to tempo of sound stimuli.</p> <p>DA:Cn11A.K.a Describe or demonstrate the movements in a dance that was watched or performed.</p>