



219 North Main Street, Suite 402
 Barre, VT 05641 (p) 802-479-1030 | (f) 802-479-1835

Music Kindergarten Learning Targets

Note that the Performance Indicators used for this grade level are the [National Core Arts Standards](#) Performance Standards from the General Music strand.

Create (Cr)	
Cr1- Generate and conceptualize artistic ideas and work. Process Component: Imagine	
<u>Performance Indicator:</u> With guidance, explore and experience music concepts (such as beat and melodic contour). (MU:Cr1.1.Ka)	<u>Learning Target:</u> I can explore music ideas with help from my teacher.
<u>Performance Indicator:</u> With guidance, generate musical ideas (such as movements or motives). (MU:Cr1.1.Kb)	<u>Learning Target:</u> I can create my own musical ideas.
Cr2- Organize and develop artistic ideas and work. Process Components: Plan and Make	
<u>Performance Indicator:</u> With guidance, demonstrate and choose favorite musical ideas. (MU:Cr2.1.Ka)	<u>Learning Targets:</u> I can choose and show favorite musical ideas.
<u>Performance Indicator:</u> With guidance, organize personal musical ideas using iconic notation and/or recording technology. (MU:Cr2.1.Kb)	<u>Learning Targets:</u> I can write or express musical ideas using various symbols. I can record musical ideas, with help, using technology.
Cr3- Refine and complete artistic work Process Components: Evaluate and Refine, Select	
<u>Performance Indicator:</u> With guidance, apply personal, peer, and teacher feedback in refining personal musical ideas. (MU:Cr3.1.K)	<u>Learning Target:</u> I can use suggestions from others to make changes to my musical ideas.
<u>Performance Indicator:</u> With guidance, demonstrate a final version of personal musical ideas to peers. (MU:Cr3.2.K)	<u>Learning Target:</u> I can present my own finished musical ideas.

Perform (Pr)

Pr4- Select, analyze and interpret artistic work for presentation.

Process Components: Select, Analyze, Interpret

Performance Indicator:

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

Learning Target:

I can respectfully share what I liked or disliked about a piece of music.

Performance Indicator:

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. (MU:Pr4.2.Ka)

Learning Target:

I can explore and show musical opposites.

Performance Indicator:

With guidance, demonstrate awareness of expressive qualities (such as voice quality, dynamics, and tempo) that support the creators' expressive intent. (MU:Pr4.3.K)

Learning Target:

I can show what a composer wants me to hear (with help).

Pr5- Develop and refine artistic techniques and work for presentation.

Process Component: Rehearse, Evaluate, and Refine

Performance Indicator:

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

Learning Target:

I can use suggestions to make my performance better.

Performance Indicator:

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

Learning Target:

I can, use ideas that I hear to make my performance expressive.

Pr6- Convey meaning through the presentation of artistic work.

Process Component: Present

Performance Indicator:

With guidance, perform music with expression. (MU:Pr6.1.Ka)

Learning Target:

I can, use ideas that I hear to make my performance expressive.

Performance Indicator:

Perform appropriately for the audience. (MU:Pr6.1.Kb)

Learning Target:

I can follow the rules while I perform for an audience.

Respond (Re)

Re7- Perceive and analyze artistic work.

Process Component: Select, Analyze

Performance Indicator:

With guidance, list personal interests and experiences and demonstrate why they prefer some music selections over others. (MU:Re7.1.K)

Learning Target:

I can, with help, begin to show I understand what music I like/dislike and why.

Performance Indicator:

With guidance, demonstrate how a specific music concept (such as beat or melodic direction) is used in music. (MU:Re7.2.K)

Learning Target:

I can, with help, understand the basic ideas of music.

Re8- Interpret intent and meaning in artistic work.

Process Component: Interpret

Performance Indicator:

With guidance, demonstrate awareness of expressive qualities (such as dynamics and tempo) that reflect creators'/performers' expressive intent. (MU:Re8.1.K)

Learning Target:

I can, with help, explain how composers use expression in music to share their idea/emotion.

Re9- Apply criteria to evaluate artistic work.

Process Component: Evaluate

Performance Indicator:

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

Learning Target:

I can say why I do or do not like a piece of music.

Connect (Cn)

Cn10- Synthesize and relate knowledge and personal experiences to make art.

Performance Indicator:

Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music. (MU:Cn10.0.K)

Learning Targets:

I can make personal connections with music.

I can understand others' personal connections with music.

Cn11- Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.

Performance Indicator:

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

Learning Target:

I can connect music with other things in my life and with other classes.