

# Music: General Music: Grade Pre-K

Adopted 2015

## Creating – Conceiving and developing new artistic ideas and work.

### 1. Imagine: Generate musical ideas for various purposes and contexts. CR.1

PreK. With substantial guidance, explore and experience a variety of music. CR.1.PREK

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### 2. Plan and Make: Select and develop musical ideas for defined purposes and contexts. CR.2

a. With substantial guidance, explore favorite musical ideas (such as movements, vocalizations, or instrumental accompaniments). CR.2.PREK.A

b. With substantial guidance, select and keep track of the order for performing original musical ideas, using iconic notation and/or recording technology. CR.2.PREK.B

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### 3. Evaluate and Refine: Evaluate and refine selected musical ideas to create musical work(s) that meet appropriate criteria. CR.3

PreK. With substantial guidance, consider personal, peer, and teacher feedback when demonstrating and refining personal musical ideas. CR.3.PREK

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### 4. Present: Share creative musical work that conveys intent, demonstrates craftsmanship, and exhibits originality. CR.4

PreK. With substantial guidance, share revised personal musical ideas with peers. CR.4.PREK

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## Performing – Realizing artistic ideas and work through interpretation and presentation.

### 1. Select: Select varied musical works to present based on interest, knowledge, technical skill, and context. PR.1

PreK. With substantial guidance, demonstrate and state preference for varied musical selections. PR.1.PREK

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### 2. Analyze: Analyze the structure and context of varied musical works and their implications for performance. PR.2

PreK. With substantial guidance, explore and demonstrate awareness of musical contrasts. PR.2.PREK

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**3. Interpret: Develop personal interpretations that consider creators' intent.** PR.3

**PreK.** With substantial guidance, explore music's expressive qualities (such as voice quality, dynamics, and tempo). PR.3.PREK

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**4. Rehearse, Evaluate, and Refine: Evaluate and refine personal and ensemble performances, individually or in collaboration with others.** PR.4

a. With substantial guidance, practice and demonstrate what they like about their own performances. PR.4.PREK.A

b. With substantial guidance, apply personal, peer, and teacher feedback to refine performances. PR.4.PREK.B

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**5. Present: Perform expressively, with appropriate interpretation and technical accuracy, and in a manner appropriate to the audience and context.** PR.5

**PreK.** With substantial guidance, perform music with expression. PR.5.PREK

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**Responding –  
Understanding and  
evaluating how the arts  
convey meaning.**

**1. Select: Choose music appropriate for a specific purpose or context.** RE.1

**PreK.** With substantial guidance, state personal interests and demonstrate why they prefer some music selections over others. RE.1.PREK

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**2. Analyze: Analyze how the structure and context of varied musical works inform the response.** RE.2

**PreK.** With substantial guidance, explore musical contrasts in music. RE.2.PREK

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**3. Interpret: Support interpretations of musical works that reflect creators'/performers' expressive intent.** RE.3

**PreK.** With substantial guidance, explore music's expressive qualities (such as dynamics and tempo). RE.3.PREK

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**4. Evaluate: Support evaluations of musical works and performances based on analysis, interpretation, and established criteria.** RE.4

**PreK.** With substantial guidance, talk about personal and expressive preferences in music. RE.4.PREK