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Approved by the State Board of Education on May 8, 2020

Page 1 of 3

Components: *[Enter Components]*

# Standards Map Template–2021 Arts Education Adoption Kindergarten Music

(Download and use to cite where instructional resources fully address each standard)

| **Standard** | Standard Language | **Publisher Citations** | **Met**  **Y** | **Met**  **N** | **Reviewer Comments, Citations, and Questions** |
| --- | --- | --- | --- | --- | --- |
| **CREATING** | Generate and conceptualize artistic ideas and work. | n/a | n/a | n/a | n/a |
| K.MU:Cr1a | With guidance, explore and experience music concepts (such as beat and melodic contour). |  |  |  |  |
| K.MU:Cr1b | With guidance, generate musical ideas (such as movements or motives). |  |  |  |  |
| K.MU:Cr2a | With guidance, demonstrate and choose favorite musical ideas. |  |  |  |  |
| K.MU:Cr2b | With guidance, organize personal musical ideas using iconic notation and/or recording technology. |  |  |  |  |
| K.MU:Cr3.1 | With guidance, apply personal, peer, and teacher feedback in refining personal musical ideas. |  |  |  |  |
| K.MU:Cr3.2 | With guidance, demonstrate a final version of personal musical ideas to peers. |  |  |  |  |
| **PERFORMING** | Select, analyze, and interpret artistic work for presentation. | n/a | n/a | n/a | n/a |
| K.MU:Pr4.1 | With guidance, demonstrate and state personal interest in varied musical selections. |  |  |  |  |
| K.MU:Pr4.2a | With guidance, explore and demonstrate awareness of music contrasts such as high/low, loud/soft, and same/different in a variety of music selected for performance. |  |  |  |  |
| K.MU:Pr4.3 | With guidance, demonstrate awareness of expressive qualities (such as voice quality, dynamics, and tempo) that support the creators’ expressive intent. |  |  |  |  |
| K.MU:Pr5a | With guidance, apply personal, teacher, and peer feedback to refine performances. |  |  |  |  |
| K.MU:Pr5b | With guidance, use suggested strategies in rehearsal to improve the expressive qualities of music. |  |  |  |  |
| K.MU:Pr6a | With guidance, perform music with expression. |  |  |  |  |
| K.MU:Pr6b | With guidance, demonstrate performance decorum appropriate for the audience. |  |  |  |  |
| **RESPONDING** | Perceive and analyze artistic work. | n/a | n/a | n/a | n/a |
| K.MU:Re7.1 | With guidance, list personal interests and experiences and demonstrate why they prefer some music selections over others. |  |  |  |  |
| K.MU:Re7.2 | With guidance, demonstrate how a specific music concept (such as beat or melodic direction) is used in music. |  |  |  |  |
| K.MU:Re8 | With guidance, demonstrate awareness of expressive qualities that reflect creators’ and performers’ expressive intent. |  |  |  |  |
| K.MU:Re9 | With guidance, apply personal and expressive preferences in the evaluation of music. |  |  |  |  |
| **CONNECTING** | Synthesize and relate knowledge and personal experiences to make art. | n/a | n/a | n/a | n/a |
| K.MU:Cn10 | With guidance, share how personal interests connect to creating, performing, and responding to music. |  |  |  |  |
| K.MU:Cn11 | With guidance, share connections between music and culture. |  |  |  |  |

California Department of Education, July 2020