Kindergarten
General Music GSE
## Creating

**ESGMK.CR.1** *Improvise melodies, variations, and accompaniments.*

a. Improvise simple body percussion patterns.
b. Improvise soundscapes (e.g. weather, animals, other sound effects).
c. Improvise using various sound sources (e.g. electronic sounds, found sounds, body percussion, classroom instruments).

**ESGMK.CR.2** *Compose and arrange music within specified guidelines.*

a. Create sound effects to accompany songs, poems, and stories.
b. Create simple rhythmic patterns (e.g. quarter notes, quarter rests, barred eighth notes).
c. Vary the text for familiar melodies, chants, and poems.

**ESGMK.CR3** *Share creative work.*

a. With guidance, share a final version of personal musical work with peers.

## Performing

**ESGMK.PR.1** *Sing a varied repertoire of music, alone and with others.*

a. Sing simple accompanied and unaccompanied melodies in a limited range, using head voice.
b. Echo simple singing and speech patterns.
c. Sing multiple songs representing various genres, tonalities, meters, and cultures, including at least one song in a foreign language.

**ESGMK.PR.2** *Perform a varied repertoire of music on instruments, alone and with others.*

a. Echo simple rhythmic patterns with appropriate technique using body percussion and classroom instruments.
b. Perform steady beat and simple rhythmic patterns with appropriate technique using body percussion and classroom instruments.
ESGMK.PR.3  Read and Notate music.

a. Read, notate, and identify quarter notes, quarter rests, and barred eighth notes using iconic or standard notation.
b. Read simple melodic contour representations (e.g. roller coaster).

ESGMK.RE.1  Listen to, analyze, and describe music.

a. Distinguish between contrasts in music (e.g. pitch, duration, dynamics, tempo, timbre, form).
b. Describe music using appropriate vocabulary (e.g. high/low, loud/soft, fast/slow, long/short).
c. Identify basic classroom instruments by sight and sound.
d. Aurally distinguish between different voices (e.g. whisper, shout, talk, sing).

ESGMK.RE.2  Evaluate music and music performances.

a. Evaluate music (e.g. learned, student-composed, improvised) and musical performances, by self and others, when given specific criteria.
b. Refine music and music performances by applying personal, peer, and teacher feedback.
c. Explain personal preferences for specific musical works using appropriate vocabulary.

ESGMK.RE.3  Move to a varied repertoire of music, alone and with others.

a. Respond to contrasts and events in music with locomotor movement (e.g. walk, run, hop, jump, gallop, skip) and non-locomotor movement (e.g. bend, twist, stretch, turn).
b. Perform choreographed and non-choreographed movements.
Connecting

ESGMK.CN.1  Connect music to the other fine arts and disciplines outside the arts.

a. Describe connections between music and the other fine arts.
b. Describe connections between music and disciplines outside the fine arts.

ESGMK.CN.2  Connect music to history and culture.

a. Perform and respond to music from various historical periods and cultures.
b. Describe how sounds and music are used in daily lives.
c. Demonstrate performance etiquette and appropriate audience behavior.