



**SOARING HEIGHTS**  
**CHARTER SCHOOL**  
DEVELOPING CHARACTER • BUILDING COMMUNITY • GROWING LEADERS

**Soaring Heights Charter School**  
**Kindergarten-2nd Grade**  
**Visual and Performing Arts- Music**

**Revised August 2024**

## Creating

***Anchor Standard 1: Generating and conceptualizing ideas***

***Anchor Standard 2: Organizing and developing ideas***

***Anchor Standard 2: Refining and completing products***

### **Objectives:**

- 1.3A.2.Pr4a: Demonstrate and explain personal interest in, knowledge about, and purpose of varied musical selections.
- 1.3A.2.Pr5a: Apply established criteria to judge the accuracy, expressiveness and effectiveness of performance.
- 1.3A.2.Pr5b: Rehearse, identify and apply strategies to address interpretive, performance and technical challenges of music.
- 1.3A.2.Pr5c: Demonstrate knowledge of basic music concepts (e.g. tonality and meter) in music from a variety of cultures selected for performance.
- 1.3A.2.Pr5d: When analyzing selected music, read and perform rhythmic and melodic patterns using iconic or standard notation.
- 1.3A.2.Pr5e: Demonstrate understanding of basic expressive qualities (e.g., dynamics, tempo) and how creators use them to convey expressive intent.

- 1.3A.2.Pr6a: Perform music for a specific purpose with expression and technical accuracy.
- 1.3A.2.Pr6b: Perform appropriately for the audience and purpose.

## Performing

**Anchor Standard 4: Selecting, analyzing, and interpreting work.**

**Anchor Standard 5: Developing and refining techniques and models or steps needed to create products**

**Anchor Standard 6: Conveying meaning through art.**

### **Objectives:**

- 1.3A.2.Cr1a: Explore, create and improvise musical ideas using rhythmic and melodic patterns in various meters and tonalities.
- 1.3A.2.Cr2a: Demonstrate and explain personal reasons for selecting patterns and ideas for music that represent expressive intent.
- 1.3A.2.Cr2b: Use iconic or standard notation and/or recording technology to organize and document personal musical ideas.
- 1.3A.2.Cr3a: Interpret and apply personal, peer and teacher feedback to revise personal music.
- 1.3A.2.Cr3b: Convey expressive intent for a specific purpose by presenting a final version of musical ideas to peers or informal audience.

## Responding

**Anchor Standard 7: Perceiving and analyzing products**

**Anchor Standard 8: Interpreting intent and meaning.**

**Anchor Standard 9: Applying criteria to evaluate products.**

- 1.3A.2.Re7a: Demonstrate and explain how personal interests and experiences influence musical selection for specific purposes.
- 1.3A.2.Re7b: Describe how specific music concepts are used to support a specific purpose in music.
- 1.3A.2.Re8a: Demonstrate basic knowledge of music concepts and how they support creators'/performers' expressive intent.
- 1.3A.2.Re9a: Apply personal and expressive preferences in the evaluation of music

# Connecting

**Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products.**

**Anchor Standard 11: Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding.**

- 1.3A.2.Cn10a: Demonstrate how interests, knowledge and skills relate to personal choices and intent when creating, performing and responding to music.
- 1.3A.2.Cn11a: Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

***Activities- may include but not limited to:***

- Sing age-appropriate songs as a whole class and in small groups.
- Sing with correct posture.
- Sing songs that reflect seasons and cultural holidays.
- Clap/stomp/jump along to the rhythm of songs at various tempos.
- Memorize lyrics to songs.
- Identify rhyming words in song lyrics.
- Adjust the singing volume while singing various verses of songs.
- Follow the music teacher's cues to begin and end songs correctly.
- Follow a student leader to match body movements to particular song verses.
- Identify the sound of standard musical instruments.
- Perform songs in front of the class or school as a solo, duet, small group, or whole class.
- Identify how a song writer might have felt when they wrote a particular song.
- Identify various jobs in the music industry.

## ***Gifted and Talented***

The students will create their own movements that correspond to the lyrics and rhythm of a grade level song. They will show the movements to the class while the other students follow along. Older students will work in small groups to develop motions/movements that go along with a song.