Kentucky Department of Education - Course Standards

Course Standards

Course Code: 703031

Course Name: Elementary Band

Grade Level: K-3

Upon course completion students should be able to:

Kindergarten	1st Grade	2nd Grade	3rd Grade
MU:Cr1.1.K	**MU:Cr1.1.1**	**MU:Cr1.1.2**	**MU:Cr1.1.3**
a. With guidance, explore and experience music concepts (such as beat and melodic contour). b. With guidance, generate musical ideas (such as movements or motives).	a. With limited guidance, create musical ideas (such as answering a musical question) for a specific purpose. b. With limited guidance, generate musical ideas in multiple tonalities (such as major and minor) and meters (such as duple and triple).	a. Improvise rhythmic and melodic patterns and musical ideas for a specific purpose. b. Generate musical patterns and ideas within the context of a given tonality (such as major and minor) and meter (such as duple and triple).	a. Improvise rhythmic and melodic ideas, and describe connection to specific purpose and context (such as personal and social). b. Generate musical ideas (such as rhythms and melodies) within a given tonality and/or meter.
MU:Cr2.1.K	**MU:Cr2.1.1**	**MU:Cr2.1.2**	**MU:Cr2.1.3**
a. With guidance, demonstrate and choose favorite musical ideas. b. With guidance, organize personal musical ideas using iconic notation and/or recording technology.	a. With limited guidance, demonstrate and discuss personal reasons for selecting musical ideas that represent expressive intent. b. With limited guidance, use iconic or standard notation and/or recording technology to document and organize personal musical ideas.	a. Demonstrate and explain personal reasons for selecting patterns and ideas for music that represent expressive intent. b. Use iconic or standard notation and/or recording technology to combine, sequence, and document personal musical ideas.	a. Demonstrate selected musical ideas for a simple improvisation or composition to express intent, and describe connection to a specific purpose and context. b. Use standard and/or iconic notation and/or recording technology to document personal rhythmic and melodic musical ideas.
MU:Cr3.1.K	**MU:Cr3.1.1**	**MU:Cr3.1.2**	**MU:Cr3.1.3**
With guidance, apply personal, peer, and	With limited guidance, discuss and	Interpret and apply personal, peer, and	Evaluate, refine, and document revisions to

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teacher feedback in refining personal musical ideas.	apply personal, peer, and teacher feedback to refine personal musical ideas.	teacher feedback to revise personal music.	personal musical ideas, applying teacher provided and collaboratively developed criteria and feedback.
MU:Cr3.2.K	**MU:Cr3.2.1**	**MU:Cr3.2.2**	**MU:Cr3.2.3**
With guidance, demonstrate a final version of personal musical ideas to peers.	With limited guidance, convey expressive intent for a specific purpose by presenting a final version of personal musical ideas to peers or informal audience.	Convey expressive intent for a specific purpose by presenting a final version of personal musical ideas to peers or informal audience.	Present the final version of personal created music to others, and describe connection to expressive intent.
MU:Pr4.1.K	**MU:Pr4.1.1**	**MU:Pr4.1.2**	**MU:Pr4.1.3**
With guidance, demonstrate and state personal interest in varied musical selections.	With limited guidance, demonstrate and discuss personal interest in, knowledge about, and purpose of varied musical selections.	Demonstrate and explain personal interest in, knowledge about, and purpose of varied musical selections.	Demonstrate and explain how the selection of music to perform is influenced by personal interest, knowledge, purpose, and context.
MU:Pr4.2.K	**MU:Pr4.2.1**	**MU:Pr4.2.2**	**MU:Pr4.2.3**
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.	a. With limited guidance, demonstrate knowledge of music concepts (such as beat and melodic contour) in music from a variety of cultures selected for performance. b. When analyzing selected music, read and perform rhythmic patterns using iconic or standard notation.	a. Demonstrate knowledge of music concepts (such as tonality and meter) in music from a variety of cultures selected for performance. b. When analyzing selected music, read and perform rhythmic and melodic patterns using iconic or standard notation.	a. Demonstrate understanding of the structure in music selected for performance. b. When analyzing selected music, read and perform rhythmic patterns and melodic phrases using iconic and standard notation. c. Describe how context (such as

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			personal and social) can inform a performance.
MU:Pr4.3.K	**MU:Pr4.3.1**	**MU:Pr4.3.2**	**MU:Pr4.3.3**
With guidance, demonstrate awareness of expressive qualities (such as voice quality, dynamics, and tempo) that support the creators' expressive intent.	Demonstrate and describe music's expressive qualities (such as dynamics and tempo).	Demonstrate understanding of expressive qualities (such as dynamics and tempo) and how creators use them to convey expressive intent.	Demonstrate and describe how intent is conveyed through expressive qualities (such as dynamics and tempo).
MU:Pr5.1.K	**MU:Pr5.1.1**	**MU:Pr5.1.2**	**MU:Pr5.1.3**
a. With guidance, apply personal, teacher, and peer feedback to refine performances. b. With guidance, use suggested strategies in rehearsal to improve the expressive qualities of music.	a. With limited guidance, apply personal, teacher, and peer feedback to refine performances. b. With limited guidance, use suggested strategies in rehearsal to address interpretive challenges of music.	a. Apply established criteria to judge the accuracy, expressiveness, and effectiveness of performances. b. Rehearse, identify and apply strategies to address interpretive, performance, and technical challenges of music.	a. Apply teacher provided and collaboratively developed criteria and feedback to evaluate accuracy of ensemble performances. b. Rehearse to refine technical accuracy, expressive qualities, and identified performance challenges.
MU:Pr6.1.K	**MU:Pr6.1.1**	**MU:Pr6.1.2**	**MU:Pr6.1.3**
a. With guidance, perform music with expression. b. Perform appropriately for the audience.	a. With limited guidance, perform music for a specific purpose with expression. b. Perform appropriately for the audience and purpose.	a. Perform music for a specific purpose with expression and technical accuracy. b. Perform appropriately for the audience and purpose.	a. Perform music with expression and technical accuracy. b. Demonstrate performance decorum and audience etiquette appropriate for the context and venue.
MU:Re7.1.K	**MU:Re7.1.1**	**MU:Re7.1.2**	**MU:Re7.1.3**
With guidance, list personal interests and experiences and	With limited guidance, identify and demonstrate how	Explain and demonstrate how personal interests and	Demonstrate and describe how selected music connects to

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demonstrate why they prefer some music selections over others.	personal interests and experiences influence musical selection for specific purposes.	experiences influence musical selection for specific purposes.	and is influenced by specific interests, experiences, or purposes.
MU:Re7.2.K	**MU:Re7.2.1**	**MU:Re7.2.2**	**MU:Re7.2.3**
With guidance, demonstrate how a specific music concept (such as beat or melodic direction) is used in music.	With limited guidance, demonstrate and identify how specific music concepts (such as beat or pitch) are used in various styles of music for a purpose.	Describe how specific music concepts are used to support a specific purpose in music.	Demonstrate and describe how a response to music can be informed by the structure, the use of the elements of music, and context (such as personal and social).
MU:Re8.1.K	**MU:Re8.1.1**	**MU:Re8.1.2**	**MU:Re8.1.3**
With guidance, demonstrate awareness of expressive qualities (such as dynamics and tempo) that reflect creators'/performers' expressive intent.	With limited guidance, demonstrate and identify expressive qualities (such as dynamics and tempo) that reflect creators'/performers' expressive intent.	Demonstrate knowledge of music concepts and how they support creators'/performers' expressive intent.	Demonstrate and describe how the expressive qualities (such as dynamics and tempo) are used in performers' interpretations to reflect expressive intent.
MU:Re9.1.K	**MU:Re9.1.1**	**MU:Re9.1.2**	**MU:Re9.1.3**
With guidance, apply personal and expressive preferences in the evaluation of music.	With limited guidance, apply personal and Expressive preferences in the evaluation of music for specific purposes.	Apply personal and expressive preferences in the evaluation of music for specific purposes.	Evaluate musical works and performances, applying established criteria, and describe appropriateness to the context.
MU:Cn10.1.K	**MU:Cn10.1.1**	**MU:Cn10.1.2**	**MU:Cn10.1.3**
Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.	Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.	Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.	Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.
MU:Cn11.1.K	**MU:Cn11.1.1**	**MU:Cn11.1.2**	**MU:Cn11.1.3**
Demonstrate understanding of relationships between	Demonstrate understanding of relationships between	Demonstrate understanding of relationships between	Demonstrate understanding of relationships between

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music and the other arts, other disciplines, varied contexts, and daily life.	music and the other arts, other disciplines, varied contexts, and daily life.	music and the other arts, other disciplines, varied contexts, and daily life.	music and the other arts, other disciplines, varied contexts, and daily life.