North Carolina Essential Standards  
Kindergarten Music

Note on Numbering/Strands:  
ML – Musical Literacy, MR – Musical Response, CR – Contextual Relevancy

### Musical Literacy

<table>
<thead>
<tr>
<th>Essential Standard</th>
<th>Clarifying Objectives</th>
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</thead>
</table>
| **K.ML.1**  
Apply the elements of music and musical techniques in order to sing and play music with accuracy and expression. | **K.ML.1.1**  
Exemplify proper technique when singing and playing a variety of music.  
**K.ML.1.2**  
Use accurate pitch to imitate two-pitch melodic patterns.  
**K.ML.1.3**  
Execute simple rhythms using body, instruments, or voice.  
**K.ML.1.4**  
Recognize how music changes (such as dynamics and tempo).  
**K.ML.1.5**  
Illustrate a steady beat. |
| **K.ML.2**  
Interpret the sound and symbol systems of music. | **K.ML.2.1**  
Interpret iconic symbols for rhythms.  
**K.ML.2.2**  
Recognize iconic symbols for at least two different pitches.  
**K.ML.2.3**  
Recognize by sound quarter notes and quarter rest durations. |
| **K.ML.3**  
Create music using a variety of sound and notational sources. | **K.ML.3.1**  
Use improvisation to produce one-phrase responses using two different pitches.  
**K.ML.3.2**  
Select vocal and/or instrumental sounds to accompany readings, stories or dramatizations.  
**K.ML.3.3**  
Create patterns that illustrate a steady beat. |

### Musical Response

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| **K.MR.1**  
Understand the interacting elements to respond to music and music performances. | **K.MR.1.1**  
Use singing, playing, and/or moving to respond to a variety of musical ideas.  
**K.MR.1.2**  
Recognize contrasts in music, such as high/low pitch, loud/soft dynamics, fast/slow tempo, and same/different sections of music. |
### North Carolina Essential Standards
#### K-8 Music

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<tbody>
<tr>
<td>K.MR.1.3</td>
<td>Recognize that music is performed in a variety of settings and for a variety of purposes.</td>
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<tr>
<td>K.MR.1.4</td>
<td>Illustrate different vocal timbres by type (whispering, speaking, singing, and shouting).</td>
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<td>K.MR.1.5</td>
<td>Classify sound sources as musical or environmental.</td>
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### Contextual Relevancy

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<tbody>
<tr>
<td>K.CR.1</td>
<td>Use music to illustrate how people express themselves differently.</td>
</tr>
<tr>
<td>K.CR.1.2</td>
<td>Recognize the relationships between music and concepts from other areas.</td>
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