### Creating: Imagine

- **MU:Cr1.1.PKa** With substantial guidance, explore and experience a variety of music.

- **MU:Cr2.1.PKa** - With substantial guidance, explore favorite musical ideas (such as movements, vocalizations, or instrumental accompaniments).

- **MU:Cr2.1.PKb** – With substantial guidance, select and keep track of the order for performing original musical ideas, using iconic notation and/or recording technology.

• Students learn to play the deskbells by following along with each video.

• Students learn to sing by following along with each video.

• Students sing and play along with traditional nursery rhymes, preschool classics and holiday favorites.

### Creating: Plan & Make

- **MU:Cr2.1.PKa** - With substantial guidance, explore favorite musical ideas (such as movements, vocalizations, or instrumental accompaniments).

- **MU:Cr2.1.PKb** – With substantial guidance, select and keep track of the order for performing original musical ideas, using iconic notation and/or recording technology.

- Students write their own songs, using specific combinations of harmonious notes.

- Students record the songs they create in their workbooks, using colors, numbers, solfege names and staff placement to indicate the notes of their songs.
**Creating: Evaluate & Refine**

MU:Cr3.1.PKa With substantial guidance, consider personal, peer, and teacher feedback when demonstrating and refining personal musical ideas.

- Students play with classmates as they follow along with each video lesson, while the teacher provides guidance and feedback.
- Students write songs with their classmates, collaborating about musical choices.
- Students write songs and share them with classmates for feedback.

**Creating: Present**

MU:Cr3.2.PKa With substantial guidance, share revised personal musical ideas with peers.

- Students play the bells and sing for one another in pairs.
- Students perform songs as a class, working together to help each other learn.
**Performing: Select**

MU:Pr4.1.PKa With substantial guidance, demonstrate and state preference for varied musical selections.

- Students choose a song out of the PsP songbook to play, once they've heard them all.
- Students choose chords that they like the sound of more than others.
- Students listen and choose which notes sound harmonious together.

**Performing: Analyze**

MU:Pr4.2.PKa With substantial guidance, explore and demonstrate awareness of musical contrasts.

- Students differentiate between high and low sounds and notes.
- Students differentiate between short and long sounds and notes.
- Students differentiate between different notes, through listening, singing, hand-signing and writing.
- Students differentiate between chords, through listening, singing, hand-signing and writing.
## Preschool Prodigies

**NAFME Pre-K Music Standards**

<table>
<thead>
<tr>
<th>Performing: Interpret</th>
<th>Performing: Rehearse, Evaluate &amp; Refine</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>MU:Pr4.3.PKa</strong> With substantial guidance, explore music’s expressive qualities (such as voice quality, dynamics, and tempo).</td>
<td><strong>MU:Pr5.1.PKa</strong> With substantial guidance, practice and demonstrate what they like about their own performances.</td>
</tr>
</tbody>
</table>

- Students differentiate between soft and loud sounds.
- Students practice playing the bells loudly and softly.
- Students practice singing loudly and softly.
- Students practice playing the bells quickly and slowly.
- Students practice singing quickly and slowly.

- Students choose the tempo with which they like to sing the best.
- Students choose the volume with which they like to sing the best.
- Students self-assess various aspects of their playing.
## Preschool Prodigies

### NAFME Pre-K Music Standards

<table>
<thead>
<tr>
<th>Performing: Present</th>
<th>Responding: Select</th>
</tr>
</thead>
<tbody>
<tr>
<td>MU:Pr6.1.PKa With substantial guidance, perform music with expression.</td>
<td>MU:Re7.1.PKa With substantial guidance, state personal interests and demonstrate why they prefer some music selections over others.</td>
</tr>
</tbody>
</table>

- Students play songs along with each video, song sheet and songbook.
- Students sing along with each video, song sheet and songbook.
- Students hand-sign along with each video, song sheet and songbook.

- Students engage in discussions about their favorite songs in the program.
- Students articulate why they prefer some musical elements over others.
<table>
<thead>
<tr>
<th>Responding: Analyze</th>
<th>Responding: Interpret</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>MU:Re7.2.PKa</strong> With substantial guidance, explore musical contrasts in music.</td>
<td><strong>MU:Re8.1.PKa</strong> With substantial guidance, explore music’s expressive qualities (such as dynamics and tempo).</td>
</tr>
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<td>• Students differentiate between high and low sounds and notes.</td>
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<td></td>
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</table>
Responding: Interpret

MU:Re9.1.PKa With substantial guidance, talk about personal and expressive preferences in music.

- Students choose a song out of the PsP songbook to play, once they've heard them all.
- Students choose chords that they like the sound of more than others.
- Students listen and choose which notes sound harmonious together.