

Course: Music  
 Grade Level: 1  
 LG 1 Concepts

**High Priority Standards**

**NCCAS Music Standards**

**Common Anchor Standard #1:** Generate and conceptualize artistic ideas and work.

MU:Cr1-1.a- (Imagine) With support, improvise musical ideas that represent specific interests, concepts, or purpose.

**Common Anchor Standard #4:** Analyze, interpret and select artistic work for presentation.

MU:Cr4-1.b- (Analyze) With support, demonstrate through performance knowledge of music concepts (such as beat and melodic contour).

**Common Anchor Standard #7:** Perceive and analyze artistic work.

MU:Re7-1.b- (Analyze) With support, demonstrate a specific music concept (such as beat or pitch) through Performance.

<b>Learning Goal</b>	<b>Proficiency Scale</b>
<p>Students will be able to create using the elements and principles of music.</p>	<p>Level 4: Student demonstrates an in-depth inference or advanced application or innovates with the learning goal.</p> <p>Level 3: Student demonstrates mastery with the learning goal as evidenced by:</p> <ul style="list-style-type: none"> <li>• Illustrating the expressive qualities of music such as changes in dynamics and tempo with voice, body percussion or instruments.</li> </ul> <p>Level 2: Student demonstrates he/she is nearing proficiency by:</p> <ul style="list-style-type: none"> <li>• Recognizing and recalling specific vocabulary, such as: tempo, dynamic, tone, pitch.</li> <li>• Performing processes such as:</li> </ul>

- Identifying and explaining high and low pitches, loud and quiet tones, fast and slow tempos.

Level 1: Student demonstrates a limited understanding or skill with the learning goal.

## High Priority Standards

### NCCAS Music Standards

**Common Anchor Standard #1:** Generate and conceptualize artistic ideas and work.

MU:Cr1-1.a- (Imagine) With support, improvise musical ideas (such as answering a musical questions, that represents specific interests, concepts, or purpose.

**Common Anchor Standard #4:** Analyze, interpret and select artistic work for presentation.

MU:Cr4-1.c- (Interpret) with support, demonstrate through performance, and describe the music's expressive qualities (such as dynamics and tempo).

### Learning Goal

Students will be able to perform with musical instruments.

### Proficiency Scale

Level 4: Student demonstrates an in-depth inference or advanced application or innovates with the learning goal.

Level 3: Student demonstrates mastery with the learning goal as evidenced by:

- Playing instruments in high and low pitches and with expressive qualities such as change in tempo.
- Accompanying song or chants with instruments.

Level 2: Student demonstrates he/she is nearing proficiency by:

- Recognizing and recalling specific vocabulary, such as: playing position, rest position, hand drum, rhythm sticks, tambourine, wood block, barred instruments and mallets.
- Performing processes such as:
  - Playing a steady beat on classroom instruments.

Level 1: Student demonstrates a limited understanding or skill with the learning goal.

## High Priority Standards

### NCCAS Music Standard

**Common Anchor Standard #2:** Organize and develop artistic ideas and work.

MU:Cr2-1.b- (Plan & Make) With support, discuss and perform to develop and organize their musical ideas keeping a written or audio record.

### Learning Goal

Students will be able to create and perform rhythm patterns.

### Proficiency Scale

Level 4: Student demonstrates an in-depth inference or advanced application or innovates with the learning goal.

Level 3: Student demonstrates mastery with the learning goal as evidenced by:

- Performing rhythmic patterns that include quarter notes, paired eighth notes and quarter rests using voice, body movement and instruments.
- Creating a rhythm using iconic notation.

Level 2: Student demonstrates he/she is nearing proficiency by:

- Recognizing and recalling specific vocabulary, such as: steady beat, rhythm, quarter note, rest, eighth note.
- Performing processes such as:
  - Demonstrating melodic rhythm with voice or instrument.

Level 1: Student demonstrates a limited understanding or skill with the learning goal.

## High Priority Standards

### NCCAS Music Standard

**Common Anchor Standard #1:** Generate and conceptualize artistic ideas and work.

MU:Cr1-1.a- (Imagine) With support, improvise musical ideas (such as answering a musical questions), that represent specific interests, concepts, or purpose.

**Common Anchor Standard #4:** Analyze, interpret and select artistic work for presentation.

MU:Cr4-1.b- (Select) With support, demonstrate through performance, and discuss personal interest in, knowledge about, and purpose of the musical selection.

**Common Anchor Standard #6:** Convey meaning through the presentation of artistic work.

MU:Pr6-1.b- (Present) Perform appropriately for the audience and purpose.

Learning Goal	Proficiency Scale
Students will be able to use the voice as an instrument.	<p>Level 4: Student demonstrates an in-depth inference or advanced application or innovates with the learning goal.</p> <p>Level 3: Student demonstrates mastery with the learning goal as evidenced by:</p> <ul style="list-style-type: none"><li>• Singing and identifying the pitches sol, mi, and la.</li></ul> <p>Level 2: Student demonstrates he/she is nearing proficiency by:</p> <ul style="list-style-type: none"><li>• Recognizing and recalling specific vocabulary, such as: pitch, performance, vocal.</li><li>• Performing processes such as:<ul style="list-style-type: none"><li>○ Demonstrating expressive qualities of voice such as quiet, loud, slow, fast.</li></ul></li></ul> <p>Level 1: Student demonstrates a limited understanding or skill with the</p>

	learning goal.
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