General Music
Grade 1

In first grade, students' listening skills are more refined, as is their ability to be expressive through singing. Fine motor skills are becoming more developed, and cognitive skills increase through active learning experiences. Throughout the four Artistic Processes, students will experience, with limited guidance, the following six concepts of music: rhythm (beat/rhythm,  ; meter $\frac{4}{4}\ \frac{2}{4}\ \frac{3}{4}$), melody (step/skip/repeated pitches, *so/mi/la*), form (AB, ABA), timbre (shakers, scrapers, woods, metals, skins, pitched percussion), harmony (texture, *bordun*), and expression (*legato, staccato*). These concepts will be experienced through the following skills: performing (singing and playing instruments), creating, reading/writing, and listening/responding/evaluating. The skill of connecting is embedded throughout all standards and grade levels. See Appendix F for Essential Questions and Enduring Understanding.

Students can:

CREATING

Imagine

1. Create musical ideas for a specific purpose.
   Example: Improvise four-beat patterns in question and answer form.

2. Generate musical ideas in multiple tonalities and meters.
   Example: Improvise simple harmonic and rhythmic accompaniments within specified guidelines and major and minor tone sets, as well as duple and triple meter.

Plan and make

3. Demonstrate and discuss personal reasons for selecting musical ideas that represent expressive intent.

4. Organize personal musical ideas using iconic notation and/or recording technology

Evaluate and Refine

5. Discuss and apply personal, peer, and teacher feedback to refine personal musical ideas.

Present

6. Convey expressive intent for a specific purpose by presenting a final version of personal musical ideas to peers or informal audience.

PERFORMING

Select

7. Demonstrate and discuss personal interest in, knowledge about, and purpose of varied musical selections.

Analyze

8. Demonstrate knowledge of music concepts in music from a variety of cultures selected for performance.
   Example: Respond with purposeful movement to reflect the melodic contour of a piece of music.

9. Read and perform rhythmic patterns using iconic or standard notation.

Interpret

10. Demonstrate and describe music's expressive qualities.
    Example: Identify the tempo of a piece of music in a listening example.

Rehearse, Evaluate, and Refine

11. Apply personal, teacher, and peer feedback to refine performances.

12. Recall and apply suggested strategies in rehearsal.

Present

13. Perform music for a specific purpose with expression.

14. Perform appropriately for the audience and specific occasion.

RESPONDING

Select

15. Identify and demonstrate how personal interests and experiences influence musical selection for specific purposes.

Analyze

16. Demonstrate and identify how specific music concepts are used in various styles of music for a purpose.
    Example: Move in response to repeated phrases music and justify choices made.

Interpret

17. Demonstrate and identify expressive qualities that reflect creators'/performers' expressive intent.
    Example: Play instruments to reflect dynamics in a piece of music.

Evaluate

18. Apply personal and expressive preferences in the evaluation of music for specific purposes.

CONNECTING

A. Connecting standards 1 and 2 are to be embedded while teaching the Creating, Performing, and Responding standards. See page 86.