General Music
First Grade

Course Overview:
First Grade Music provides opportunities for individuals to connect with others in an enjoyable, inclusive environment as they sing, play instruments, and dance. Students' vocabulary expands as they learn 3-pitch music notation, rhythmic notation, elemental form, and expanded instrument technique.

Vocabulary:
Conductor, Eighth note, Form, La, Mallet, Mi, Quarter note, Quarter rest, Repeat sign, Rhythm, So.

CREATING

Anchor Standard 1: Generate and conceptualize artistic ideas and work.

- Generate musical ideas for various purposes and contexts.
- **Enduring Understanding:** The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources.
- **Essential Question:** How do musicians generate creative ideas?

MU:Cr1.1.1a With limited guidance, create musical ideas (such as answering a musical question) for a specific purpose.

- I can recognize, notate, sing, play, and sign so, mi and la.
- I can show, say, clap, and play quarter and eighth notes and quarter rests.
- I can recognize and use wood, metal and skin timbre.
- I can recognize and show AB and ABA forms.

MU:Cr1.1.1b With limited guidance, generate musical ideas in multiple tonalities (such as major and minor) and meters (such as duple and triple).

- I can create movement to match the feeling of the music.
- I can create movement to show AB and ABA form.
- I can create a story to match the music.
- I can make up a sung response to a question.

Anchor Standard 2: Organize and develop artistic ideas and work.

- Select and develop musical ideas for defined purposes and contexts.
- **Enduring Understanding:** Musicians' creative choices are influenced by their expertise, context, and expressive intent.
- **Essential Question:** How do musicians make creative decisions?

MU:Cr2.1.1a With limited guidance, demonstrate and discuss personal reasons for selecting musical ideas that represent expressive intent.

- With teacher guidance, I can choose sounds to accompany stories and songs using instruments or my voice.

MU:Cr2.1.1b With limited guidance, use iconic or standard notation and/or recording technology to document and organize personal musical ideas.

- I can make a picture of simple forms such as AB, and ABA.
- I can write a pattern using ta, ti-ti, and rests.
- I can write patterns using so, la, and mi.

Anchor Standard 3: Refine and complete artistic work.

- Evaluate and refine selected musical ideas to create musical work(s) that meet appropriate criteria.
- **Enduring Understanding:** Musicians evaluate, and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.
- **Essential Question:** How do musicians improve the quality of their creative work?

MU:Cr3.1.1a With limited guidance, discuss and apply personal, peer, and teacher feedback to refine personal musical ideas.

- I can use the feedback from my teacher to evaluate the success of my musical work myself.

- Share creative musical work that conveys intent, demonstrates craftsmanship, and exhibits originality.
- **Enduring Understanding:** Musicians' presentation of creative work is the culmination of a process of creation and communication.
- **Enduring Question:** When is creative work ready to share?

MU:Cr3.2.1a With limited guidance, convey expressive intent for a specific purpose by presenting a final version of personal musical ideas to peers or informal audience.

- I can evaluate both my own and my class's performance using standards set by the teacher.

PERFORMING

Anchor Standard 4: Select, analyze, and interpret artistic work for presentation.

- Select varied musical work to present based on interest, knowledge, technical skill, and context.
- **Enduring Understanding:** Performers' interest in and knowledge of musical works, understanding of their own technical skill, and the context for a performance influence the selection of repertoire.
- **Essential Question:** How do performers select repertoire?

MU:Pr4.1.1a With limited guidance, demonstrate and discuss personal interest in, knowledge about, and purpose of varied musical selections.

- I can perform singing games, cumulative songs, spirituals, patriotic, seasonal, multi-cultural, and folk songs.

- Analyze the structure and context of varied musical works and their implications for performance.

- **Enduring Understanding:** Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance.
- **Essential Question:** How does understanding the structure and context of musical works inform performance?

MU:Pr4.2.1a With limited guidance, demonstrate knowledge of music concepts (such as beat and melodic contour) in music from a variety of cultures selected for performance.

- I can show changes in loud and quiet using movement.
- I can show changes in tempo using movement.
- I can move to AB, ABA, and cumulative songs.
- I can describe various tempos, dynamics, and timbre.
- I can identify the number of phrases in a song.
- I can perform on wood, metal and skin instruments.

MU:Pr4.2.1b When analyzing selected music, read and perform rhythmic patterns using iconic or standard notation.

- I can identify ta, ti-ti, and rest in a rhythm pattern.
- I can clap ta, ti-ti, and rest in a rhythm pattern.
- I can read rhythms using ta, ti-ti, and rest.

- Develop personal interpretations that consider creators' intent.
- **Enduring Understanding:** Performers make interpretive decisions based on their understanding of context and expressive intent.
- **Essential Question:** How do performers interpret musical works?

MU:Pr4.3.1a Demonstrate and describe music's expressive qualities (such as dynamics and tempo).

- I can perform songs using loud/ quiet, fast/slow, and high/low.
- I can perform music using wood, metal and skin instruments.
- I can show loud/quiet, fast/slow, high/low, long/short through movement.
- I can perform a steady beat bordun on the barred instruments.

Anchor Standard 5: Develop and refine artistic techniques and work for presentation.

- Evaluate and refine personal and ensemble performances, individually or in collaboration with others.
- **Enduring Understanding:** To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria.
- **Essential Question:** How do musicians improve the quality of their performance?

MU:Pr5.1.1a With limited guidance, apply personal, teacher, and peer feedback to refine performances.

- I can share specific ideas for refining our performance reflecting on the quality of singing, accuracy of playing instruments and performance etiquette.

MU:Pr5.1.1b With limited guidance, use suggested strategies in rehearsal to address interpretive

challenges of music.

- I can start a piece watching the cue of a conductor.
- I can perform a song, breathing before every phrase.

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

- Perform expressively, with appropriate interpretation and technical accuracy, and in a manner appropriate to the audience and context.
- **Enduring Understanding:** Musicians judge performance based on criteria that vary across time, place, and cultures.
- **Essential Question(s):** When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?

MU:Pr6.1.1a With limited guidance, perform music for a specific purpose with expression.

- I can perform using appropriate dynamics (loud and quiet.)

MU:Pr6.1.1b Perform appropriately for the audience and purpose.

- I can listen silently and attentively during musical performances, applauding appropriately at the end of the performance.
- I can respond to loud and quiet following a conductor.
- I can sing and play at the appropriate time, using the appropriate dynamic level, with good diction and with positive intent during my performance.

RESPONDING

Anchor Standard 7: Perceive and analyze artistic work.

- Choose music appropriate for a specific purpose or context.
- **Enduring Understanding:** Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes.
- **Essential Question:** How do individuals choose music to experience?

MU:Re7.1.1a With limited guidance, identify and demonstrate how personal interests and experiences influence musical selection for specific purposes.

- I can identify why I might sing a song outside of music class (i.e., lullaby, holiday, game song).

- Analyze how the structure and context of varied musical works inform the response.
- **Enduring Understanding:** Response to music is informed by analyzing context (social, cultural, and historical) and how creators and performers manipulate the elements of music.
- **Essential Question:** How does understanding the structure and context of music inform a response?

MU:Re7.2.1a 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.

- I can recognize and use so, mi and la.
- I can recognize quarter and eighth notes and quarter rests.

- I can recognize and use wood, metal and skin timbres.
- I can recognize and use AB and ABA forms.
- I can recognize the difference between kinds of music, including Montana American Indian music.

Anchor Standard 8: Interpret intent and meaning in artistic work.

- Support interpretations of musical works that reflect creators'/performers' intent.
- **Enduring Understanding:** Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.
- **Essential Question:** How do we discern the musical creators' and performers' expressive intent?

MU:Re8.1.1a With limited guidance, demonstrate and identify expressive qualities (such as dynamics and tempo) that reflect creators'/performers' expressive intent.

- I can identify changes in tempo using movement.
- I can identify changes in loud and quiet.
- I can identify when there is a steady beat or not.

Anchor Standard 9: Apply criteria to evaluate artistic work.

- Support evaluations of musical works and performances based on analysis, interpretation, and established criteria.
- **Enduring Understanding:** The personal evaluation of musical work(s) and performances(s) is informed by analysis, interpretation, and established criteria.
- **Essential Question:** How do we judge the quality of musical work(s) and performances(s)?

MU:Re9.1.1a With limited guidance, apply personal and expressive preferences in the evaluation of music for specific purposes.

- I can reflect on my own performance by using phrases such as "I really liked", "next time", "I was surprised" and "because".
- I can show if music has a steady beat.
- I can compare different pieces and decide which is most appropriate for a specific event or occasion and tell why.
- I explain why songs in a performance or in class are my favorite using terms such as high/low, fast/slow, loud/quiet.

CONNECTING

Anchor Standard 10: Synthesize and relate knowledge and personal experiments to make art.

- Synthesize and relate knowledge and personal experiences to make music.
- **Enduring Understanding:** Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.
- **Essential Question:** How do musicians make meaningful connections to creating, performing, and responding?

MU:Cn10.0.1a Demonstrate how interests, knowledge, and skills relate to personal choices and

intent when creating, performing, and responding to music.

- I can explain why I like a song using words such as high/ low, loud/quiet, beat or rhythm.
- I can explain why I like to perform one part more than another.
- I can explain why to choose a song for a special occasion or person

Anchor Standard 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.

- Enduring Understanding: Understanding connections to varied contexts and daily life enhances musicians' creating, performing, and responding.
- Essential Question: How do the other arts, other disciplines, contexts, and daily life inform creating, performing, and responding to music?

MU:Cn11.0.1a Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

- I can add movements to a song to express the meaning of the music.
- I can tell something important about where a song comes from using ideas that tell who, what, where, how, or why.
- I can sing many kinds of songs, such as singing games, patriotic, seasonal, multicultural, and folk songs.
- I can tell when I'm listening to Native American music.