

Grade 1 General Music: Responding and Connecting

Stage 1 Desired Results		
ESTABLISHED GOALS: <u>Competencies:</u> - Students will demonstrate the ability to apply appropriate musical criteria in order to analyze musical performances. - Students will demonstrate the ability to apply historical, personal, and cultural contexts in order to connect and relate to musical repertoire. <u>Content Standards:</u> National Core Arts Standards – Music - Anchor Standard 7: Perceive and analyze artistic work - Anchor Standard 8: Interpret intent and meaning in artistic work - Anchor Standard 9: Apply criteria to evaluate artistic work - Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art - Anchor Standard 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding	Transfer	
	<i>Students will be able to independently use their learning to connect music to their lives.</i>	
	Meaning	
	ENDURING UNDERSTANDINGS <i>Students will understand that...</i> - musicians' response to and perception of musical works are influenced by their interests, experiences, understandings, and purposes. - through their use of elements and structures of music, creators and performers provide clues to their expressive intent. - the personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria. - musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding. - understanding connections to varied contexts and daily life enhances musicians' creating, performing, and responding.	ESSENTIAL QUESTIONS How does music communicate?
	Acquisition	
	<i>Students will know...</i> - that they can move to music. - that breathing and correct posture are part of singing well. - that there are differences between high/low and loud/soft pitches. - that different materials, such as metal and wood, make different sounds. - that music can be responded to in a creative manner. - that they can sing simple songs from memory	<i>Students will be skilled at...</i> - identifying and demonstrating how personal interests and experiences influence musical selection for specific purposes. - demonstrating how a specific music concept is used in music for a purpose. - demonstrating and identifying expressive qualities that reflect creators'/performers' expressive intent. - demonstrating how interests, knowledge, and skills relate to personal choices and intent

	using their head voice. • that they can create using singing, speaking, whispering, humming and calling voices. • that music has melodic contour. • that there are songs and musical traditions from other cultures. • that various types of rhythms can be created and played. • that there is a difference between various vocal and instrumental sounds. • that they can echo a four beat pattern accurately. • that rhythms can be played on various instruments. <u>vocabulary:</u> melody, time, space, levels, shape, folk dance terms, arioso, dynamics, steady beat, rhythm and tonal syllables, heavy/light, fast/medium/slow speeds, high/middle/low, same/different, folk song, solo, call and response, repeated tones, echo song, tempo, mood, pattern, voices, rhythm instruments, vocal timbres (man, woman, child)	when creating, performing, and responding to music. • demonstrating understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.
Content Area Literacy Standards		21st Century Skills
• NOT APPLICABLE		• <i>reason effectively</i> • <i>make judgments and decisions</i> • <i>think creatively</i> • <i>adapt to change</i> • <i>work creatively with others</i>

Stage 2 - Evidence

<i>Evaluative Criteria</i>	<i>Assessment Evidence</i>
	PERFORMANCE TASK(S):
	OTHER EVIDENCE:

Stage 3 – Learning Plan

Summary of Key Learning Events and Instruction

<i>Language Arts Integration</i>	<i>Mathematics Integration</i>
1.OA.1 Use	1.OA.1 Use
<i>Technology Integration</i>	<i>District Materials</i>
1.OA.1 Use	