



Grade 1 Music Expectations-Quarter 1

Topics/Units for Quarter 1:

Product Performance

1. Develop and apply singing skills to perform and communicate through the arts

A. Independent Singing

1. Reproduce/echo melodies in limited range [*sol-mi, la-sol-mi*]
2. Use a singing voice with a head tone

B. Expressive Singing

3. Demonstrate fast and slow ***tempo**

C. Repertoire

4. Perform a varied repertoire of songs, including *patriotic, *folk, seasonal, *spirituals

E. Group Singing

5. Perform in groups using a steady beat following the cues of the conductor

2. Develop and apply instrumental music skills to perform and communicate through the arts

A. Instrumental Performance Skills

6. Perform a steady beat
7. Echo simple rhythmic patterns

B. Expression and Technical Skills

8. Demonstrate fast and slow tempi

C. Repertoire

9. Perform a varied repertoire of music including instrumental accompaniments representing diverse cultures, genres, and styles

D. Imitation (play by ear)

10. Echo short rhythmic patterns on rhythm instruments and/or body percussion

E. Group Playing

11. Perform in groups using a steady beat following the cues of the conductor

3. Develop and apply improvisation skills in music to communicate through the arts

A. Improvisation

12. ***Improvise** short rhythmic patterns

4. Develop and apply skills to *compose, *arrange, and create music to communicate through the arts

A. Composition and Arrangement

13. Create a single tone or non-pitched accompaniment for songs and stories

Elements of Music

1. Develop and apply the knowledge and skills to read and notate music

*A. Rhythmic *Notation*

14. Read simple rhythm patterns (using iconic or standard notation) consisting of:

- quarter note/rest
- eighth-note pairs

B. Melodic Notation

15. Identify icons for high and low sounds

C. Symbols of Expression

16. Recognize fast and slow tempi

Artistic Perceptions

1. Develop and apply the knowledge and skills to listen to, analyze, and describe music and musical performance

*A. Musical *Forms*

17. Distinguish between music opposites

- same/different
- high/low
- fast/slow
- long/short

- smooth/separated
- soft/loud
- up/down

B. Musical Characteristics, Events, and Descriptors

18. Demonstrate through movement musical opposites

- high/low
- fast/slow
- long/short
- smooth/ separated
- soft/loud
- same/different
- up/down
- beat/no beat

19. Differentiate between male, female, and children's voices

20. Differentiate between accompanied and unaccompanied

2. Develop and apply the knowledge and skills to evaluate music and musical performance

A. Criteria for Musical Performances and Compositions

21. Develop criteria to distinguish between quality and non-quality performance through listening and self-assessment with regard to the following musical elements:

- appropriate singing voice
- loud/soft
- steady beat
- posture/stage presence

B. Critique Musical Performances and Compositions

22. Use prerequisite appropriate music terms to describe their personal responses to a musical example (images/stories)

Interdisciplinary Connections

1. Develop and apply knowledge and skills to understand the relationships between music, the other arts and disciplines outside the arts

A. Connections between Music and Related Arts and Humanities

23. Name words and ideas that are used to describe works of music, art, dance, or theatre, such as happy and sad, light and dark, or same and different

24. Identify ways ideas are used differently in music, art, dance, or theatre (e.g., how music heard or sung in class makes you feel, and do the same after viewing a painting, or play, or ballet)

B. Connections between Music and Non-Arts Disciplines

25. Identify ways in which the principles and subject matter of other disciplines are interrelated with those of music

26. List common themes found in all subject areas (e.g., repetition)

Historical and Cultural Contexts

1. Develop and apply the knowledge and skills to understand works of art in time and place

A. Genres and Styles

27. Identify characteristics of teacher-selected genres or styles

- Western and non-Western music
- circle games
- *call and response

28. Recognize music of now and *long ago

B. Stylistic Practices

29. Describe how elements of music are used in teacher-selected examples

- *Western and non-Western music*
- *circle games*
- *call and response*

C. Music's Role and Function in Various Cultures

30. Describe the function of music in various settings and cultural events

- *Western and non-Western music*
- *circle games*
- *call and response*

31. Discuss and demonstrate appropriate listening behavior for various types of performances

D. Careers in Music

32. Identify responsibilities of a music leader and group participants in a classroom setting or performance ensemble setting