

General Music: Grade 1

Adopted 2015

Creating

1. Generate and conceptualize artistic ideas and work

- a. With appropriate guidance, improvise musical ideas (e.g. beat, meter, and rhythm).
 - b. With appropriate guidance, generate musical ideas in multiple tonalities (e.g. major, minor, modal, and pentatonic) and meters (e.g. duple, triple, simple, and compound).
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2. Organize and develop artistic ideas and work

- a. With appropriate guidance, demonstrate and discuss personal reasons for selecting musical ideas (e.g. expressive intent).
 - b. With appropriate guidance use notation to document and organize personal or collective musical ideas.
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3. Refine and complete artistic work

- a. With appropriate guidance, discuss and apply personal, peer, and teacher feedback to refine personal musical ideas.
 - b. With appropriate guidance, present a final version of personal or collective musical ideas to peers or informal audience.
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Performing

4. Select, Analyze and Interpret artistic work for performance

- a. With appropriate guidance, demonstrate and state personal interest in varied musical selections (e.g. knowledge, purpose).
 - b. With appropriate guidance, demonstrate knowledge of musical concepts in music from a variety of cultures selected for performance (e.g. beat and melodic contour).
 - c. With appropriate guidance, read and perform rhythmic and melodic patterns using notation (e.g. traditional notation).
 - d. Explore and describe musical concepts (e.g. voice quality, movement, dynamics, tempo, and melodic contour).
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5. Develop and refine artistic techniques and work for presentation

- a. With appropriate guidance, apply personal, teacher, and peer feedback to refine performance.
- b. With appropriate guidance, use suggested strategies in rehearsal to address interpretive challenges of music.

6. Convey meaning through the presentation of artistic work

- a. With appropriate guidance, perform music with expression (e.g. dynamics).
 - b. Perform appropriately for the audience and occasion.
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Responding**7. Perceive and analyze artistic work**

- a. With appropriate guidance, list personal musical interests.
 - b. With appropriate guidance, demonstrate musical concepts in various styles of music (e.g. beat and pitch).
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8. Interpret intent and meaning in artistic work

- a. With appropriate guidance, identify expressive attributes that reflect creators'/performers' expressive intent (e.g. dynamics).
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9. Apply criteria to evaluate artistic work

- a. With appropriate guidance, apply teacher-provided criteria to evaluate musical works and performances.
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Connecting**10. Synthesize and relate knowledge and personal experiences to make art.**

- a. With appropriate guidance, express personal preferences in music.
 - b. With appropriate guidance, explore various uses of music in daily experiences (e.g. songs of celebration, game songs, marches, T.V., movie, and video game sound tracks, dance music, and work songs).
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11. Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.

- a. With appropriate guidance, explore relationships between music and other content areas (e.g. dance, visual art, dramatic arts, literature, science, math, social studies, and language arts).
- b. With appropriate guidance, explore how context (e.g. social, cultural, and historical) can inform a performance.