Arizona Arts

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).

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.

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.

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).

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.

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	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.
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).
	8. Interpret intent and meaning in artistic work a. With appropriate guidance, identify expressive attributes that reflect creators'/performers' expressive intent (e.g. dynamics).
	9. Apply criteria to evaluate artistic work a. With appropriate guidance, apply teacher-provided criteria to evaluate musical works and performances.
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).
	11. Relate artistic ideas and works with societal, cultural and historical context to deepen understanding. a. With appropriate guidance, explore relationships between musics 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.