

Music: Grade 1

Adopted 2016

Creating

1: Generate and conceptualize artistic ideas and work.

- a. Improvise rhythmic and melodic patterns and musical ideas for a specific purpose. MU:CR1.1.1.A
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2: Organize and develop artistic ideas and work.

- a. With limited guidance, demonstrate and discuss personal reasons for selecting musical ideas that represent expressive intent. MU:CR2.1.1.A
 - b. With limited guidance, use iconic or standard notation and/or recording technology to document and organize personal musical ideas. MU:CR2.1.1.B
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3: Revise, refine, and complete artistic work.

- a. With limited guidance, discuss and apply personal, peer, and teacher feedback to refine personal musical ideas. MU:CR3.1.1.A
 - b. With limited guidance, present a final version of personal musical ideas to peers. MU:CR3.1.1.B
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Performing

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

- a. With limited guidance, demonstrate and discuss personal interest in, knowledge about, and purpose of varied musical selections. MU:PR4.1.1.A
 - b. With limited guidance, demonstrate knowledge of musical concepts (for example, beat, melodic contour) in a variety of music selected for performance. MU:PR4.1.1.B
 - c. When analyzing selected music, read and perform simple rhythmic and melodic patterns using iconic or standard notation. MU:PR4.1.1.C
 - d. Demonstrate and describe music's expressive qualities (for example, dynamics, tempo). MU:PR4.1.1.D
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5: Develop and refine artistic techniques and work for presentation.

- a. With limited guidance, apply personal, teacher, and peer feedback to refine performances. MU:PR5.1.1.A

6: Convey meaning through the presentation of artistic work.

- a. With limited guidance, perform music for a specific purpose with expression. [MU:PR6.1.1.A](#)
 - b. Perform appropriately for the audience and purpose. [MU:PR6.1.1.B](#)
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Responding

7: Perceive and analyze artistic work.

- a. With limited guidance, identify and demonstrate how personal interests and experiences influence musical selection for specific purposes. [MU:RE7.1.1.A](#)
 - b. With limited guidance, demonstrate and identify how specific music concepts (for example, beat, pitch) are used in various styles of music for a purpose. [MU:RE7.1.1.B](#)
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8: Construct meaningful interpretations of artistic work.

- a. With limited guidance, demonstrate and identify expressive qualities (for example, dynamics, tempo) that reflect performers' expressive intent. [MU:RE8.1.1.A](#)
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9: Apply criteria to evaluate artistic work.

- a. With limited guidance, apply personal and expressive preferences in the evaluation of music for specific purposes. [MU:RE9.1.1.A](#)
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Connecting

10: Synthesize and relate knowledge and personal experiences to make art.

- a. Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music as developmentally appropriate. [MU:CN10.1.1.A](#)
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11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.

- a. Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life as developmentally appropriate. [MU:CN11.1.1.A](#)