Kansas Fine Arts

Music: General Music: Grade 1

Adopted 2015

Creating – Conceiving and developing new artistic ideas and work.

1. **Imagine: Generate musical ideas for various purposes and contexts.** CR.1
   a. With limited guidance, create musical ideas (such as answering a musical question) for a specific purpose. CR.1.1.A
   b. With limited guidance, generate musical ideas in multiple tonalities (such as major and minor) and meters (such as duple and triple). CR.1.1.B
2. **Plan and Make: Select and develop musical ideas for defined purposes and contexts.** CR.2
   a. With limited guidance, demonstrate and discuss personal reasons for selecting musical ideas that represent expressive intent. CR.2.1.A
   b. With limited guidance, use iconic or standard notation and/or recording technology to document and organize personal musical ideas. CR.2.1.B
3. **Evaluate and Refine: Evaluate and refine selected musical ideas to create musical work(s) that meet appropriate criteria.** CR.3
   1. With limited guidance, discuss and apply personal, peer, and teacher feedback to refine personal musical ideas. CR.3.1
4. **Present: Share creative musical work that coveys intent, demonstrates craftsmanship, and exhibits originality.** CR.4
   1. With limited guidance, convey expressive intent for a specific purpose by presenting a final version of personal musical ideas to peers or informal audience. CR.4.1

Performing – Realizing artistic ideas and work through interpretation and presentation.

1. **Select: Select varied musical works to present based on interest, knowledge, technical skill, and context.** PR.1
   1. With limited guidance, demonstrate and discuss personal interest in, knowledge about, and purpose of varied musical selections. PR.1.1
2. **Analyze: Analyze the structure and context of varied musical works and their implications for performance.** PR.2
   a. With limited guidance, demonstrate knowledge of music concepts (such as beat and melodic contour) in music from a variety of cultures selected for performance. PR.2.1.A

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b. When analyzing selected music, read and perform rhythmic patterns using iconic or standard notation. PR.2.1.B

3. **Interpret: Develop personal interpretations that consider creators' intent.** PR.3
   1. Demonstrate and describe music's expressive qualities (such as dynamics and tempo). PR.3.1

4. **Rehearse, Evaluate, and Refine: Evaluate and refine personal and ensemble performances, individually or in collaboration with others.** PR.4
   a. With limited guidance, apply personal, teacher, and peer feedback to refine performances. PR.4.1.A
   b. With limited guidance, use suggested strategies in rehearsal to address interpretive challenges of music. PR.4.1.B

5. **Present: Perform expressively, with appropriate interpretation and technical accuracy, and in a manner appropriate to the audience and context.** PR.5
   a. With limited guidance, perform music for a specific purpose with expression. PR.5.1.A
   b. Perform appropriately for the audience and purpose. PR.5.1.B

Responding – Understanding and evaluating how the arts convey meaning.

1. **Select: Choose music appropriate for a specific purpose or context.** RE.1
   1. With limited guidance, identify and demonstrate how personal interests and experiences influence musical selection for specific purposes. RE.1.1

2. **Analyze: Analyze how the structure and context of varied musical works inform the response.** RE.2
   1. With limited guidance, demonstrate and identify how specific music concepts (such as beat or pitch) are used in various styles of music for a purpose. RE.2.1

3. **Interpret: Support interpretations of musical works that reflect creators'/performers' expressive intent.** RE.3
   1. With limited guidance, demonstrate and identify expressive qualities (such as dynamics and tempo) that reflect creators'/performers' expressive intent. RE.3.1

4. **Evaluate: Support evaluations of musical works and performances based on analysis, interpretation, and established criteria.** RE.4
   1. With limited guidance, apply personal and expressive preferences in the evaluation of music for specific purposes. RE.4.1