

Music: Grade 1

Listen to, apply criteria, and interpret the artist's intended meaning. **A1**

a With guidance, identify characteristics and themes within diverse music experiences. **B.1.A1.A**

Interpret and express music through movement. **A2**

a Respond to expressive qualities of music through movement. **B.1.A2.A**

Connect with a variety of musical experiences through relationships between music and personal understandings. **B1**

a With guidance, identify emotions and personal connections that relate to a selected piece of music. **B.1.B1.A**

Connect with a variety of musical experiences through the relations between music, the other arts, and other disciplines. **B2**

a Explore how music relates to other disciplines when experiencing music. **B.1.B2.A**

Connect with a variety of musical experiences through the relationships between music, history, and culture. **B3**

a With guidance, experience repertoire from a variety of societal, cultural, and historical contexts by singing, moving, and playing in a manner appropriate to the context of the music. **B.1.B3.A**

Perform a rich and diverse repertoire of music. **C1**

a With guidance, sing in head voice and demonstrate types of voices. **B.1.C1.A**

b With guidance, perform on a variety of classroom instruments with proper posture and basic techniques. **B.1.C1.B**

c With guidance, perform a variety of melodies and call-and-response songs. **B.1.C1.C**

Apply criteria and feedback to rehearse

a Share short songs as a group with others, in formal and/or informal settings. With guidance, apply teacher-provided feedback. **B.1.C2.A**

and re-create musical experiences. **C2**

Audiate and communicate musical ideas. **D1**

a As a group, audiate and perform the motions of a poem and/or song. **B.1.D1.A**

Read and communicate musical ideas using terms and symbols. **D2**

a With guidance, show melodic contour and echo a variety of tonal patterns and/or fragments vocally. **B.1.D2.A**

b With guidance, maintain a steady pulse in duple and triple meter. **B.1.D2.B**

c With guidance, identify music opposites using applicable descriptors. **B.1.D2.C**

Generate and conceptualize musical ideas. **E1**

a With guidance, improvise/create short answers, rhythmic patterns, beat motions, and/or word substitutions. **B.1.E1.A**

Organize and develop musical ideas to achieve a creative goal. **E2**

a With guidance, choose visual and kinesthetic representations of sound. **B.1.E2.A**

Refine and complete music work. **E3**

a With guidance, apply collaborative alterations to a familiar song or poem. **B.1.E3.A**

Identify positive inter- and intra-personal skills that impact the quality of a musician's art and participation in the arts. **F1**

a Explore cooperative skills (individual and group responsibilities) in order to perform as a group. **B.1.F1.A**

Make technical and expressive adjustments to meet the goals of the performing group. **F2**

a With guidance, perform words, motions, and/or instruments of songs and poems in time with the group. **B.1.F2.A**