Missouri Fine Arts

Music: Grade 1

Generate and conceptualize artistic ideas and work.

The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources.

a With limited guidance, create musical ideas (such as answering a musical question) for a specific purpose. MU: CR1A.1A

b With limited guidance, generate musical ideas in multiple tonalities (such as major and minor) and meters (such as duple and triple). MU: CR1A.1B

Organize and develop artistic ideas and work.

Musicians' creative choices are influenced by their expertise, context, and expressive intent.

a With limited guidance, demonstrate and discuss personal reasons for selecting musical ideas that represent expressive intent. MU: CR2A.1A

b With limited guidance, use iconic or standard notation and/or recording technology to document and organize personal musical ideas. MU: CR2A.1B

Refine and complete artistic work.

Musicians evaluate, and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.

a With limited guidance, discuss and apply personal, peer and teacher feedback to refine personal musical ideas. MU: CR3A.1A

Musicians' presentation of creative work is the culmination of a process of creation and communication

a With limited guidance, convey expressive intent for a specific purpose by presenting a final version of personal musical ideas to peers or informal audience. MU: CR3B.1A

Select, analyze, and interpret artistic work for presentation.

Performers' interest in and knowledge of musical works, understanding of their own technical skill, and the context for a performance influence the selection of repertoire.

a With limited guidance, demonstrate and discuss personal interest in, knowledge about, and purpose of varied musical selections. MU: PR4A.1A

Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance.

a With limited guidance, demonstrate knowledge of music concepts(such as beat and melodic contour) in music from a variety of culturesselected for performance. MU: PR4B.1A

Skip to main content

	b When analyzing selected music, read and perform rhythmic patterns using iconic or standard notation. MU: PR4B.1B
	Performers make interpretive decisions based on their understanding of context and expressive intent.
	a Demonstrate and describe music's expressive qualities (such as dynamics and tempo). MU: PR4C.1A
Develop and refine artistic techniques and work for presentation.	**To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria.**
	a With limited guidance, apply personal, teacher, and peer feedback to refine performances. MU: PR5A.1A
	b With limited guidance, use suggested strategies in rehearsal to addressinterpretive challenges of music. MU: PR5A.1B
Convey meaning through the presentation of artistic work.	**Musicians judge performance based on criteria that vary across time, place, and cultures. The context and how a work is presented influence the audience response.**
	a With limited guidance, perform music for a specific purpose with expression. MU: PR6A.1A
	b Perform appropriately for the audience and purpose . MU: PR6A.1B
Perceive and analyze artistic work	**Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes.**
	a With limited guidance, identify and demonstrate how personal interests and experiences influence musical selection for specific purposes. MU: RE7A.1A
	Response to music is informed by analyzing context (social, cultural, and historical) and how creators and performers manipulate the elements of music.
	a 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 . MU: RE7B.1A
Interpret intent and meaning in artistic work.	**Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.**
	a With limited guidance, demonstrate and identify expressive qualities (such as dynamics and tempo) that reflect creators'/ performers' expressive intent. MU: RE8A.1A
Apply criteria to evaluate artistic work	**The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria.**
	With limited guidance, apply personal and expressive preferences in the evaluation of music for specific purposes. MU: RE9A.1A

Skip to main content

Synthesize and relate knowledge and personal experiences to make art.	**Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.** a Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music. `MU: CN10A.1A`
Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding	**Understanding connections to varied contexts and daily life enhances musicians' creating, performing, and responding.** a Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life. `MU: CN11A.1A`