

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 cultures selected for performance. MU: PR4B.1A
- 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 address interpretive 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
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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.

- a With limited guidance, apply personal and expressive preferences in the evaluation of music for specific purposes. MU: RE9A.1A

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