New York Arts

General Music: Grade 1

Adopted 2017

Creating

1 Generate and conceptualize artistic ideas and work.

1.1 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:CR1.1.1.A

b. With limited guidance, generate musical ideas in multiple tonalities (such as major and minor) and meters (such as duple and triple). MU:CR1.1.1.B

2 Organize and develop artistic ideas and work.

2.1 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:CR2.1.1.A

b. With limited guidance, use iconic or standard notation and/or recording technology to document and organize musical ideas. MU:CR2.1.1.B

3 Refine and complete artistic work.

3.1 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 musical ideas. MU:CR3.1.1.A

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

a. With limited guidance, present a final version of musical ideas for a specific purpose to peers or an informal audience that conveys expressive intent for a specific purpose. MU:CR3.2.1.A

Performing

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

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

a. With limited guidance, demonstrate and discuss personal interest in, knowledge of, and purpose of varied musical selections provided by the teacher. MU:PR4.1.1.A

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4.2 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 selected for performance. MU:PR4.2.1.A

b. When analyzing selected music, read and perform rhythmic patterns, using iconic or standard notation, as appropriate to the musical tradition. MU:PR4.2.1.B

4.3 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:PR4.3.1.A

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5 Develop and refine artistic techniques and work for presentation.

5.1 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:PR5.1.1.A

b. With limited guidance, use suggested strategies in rehearsal to address interpretive challenges of music. MU:PR5.1.1.B

c. Respond appropriately to aural and visual cues. MU:PR5.1.1.C

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6 Convey meaning through the presentation of artistic work.

6.1 Musicians judge expression and technique in prepared performances by using criteria that vary across time, place, and culture. 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:PR6.1.1.A

b. Perform appropriately for the audience and purpose. MU:PR6.1.1.B

c. Respond appropriately to aural and visual cues. MU:PR6.1.1.C

Responding

7 Perceive and analyze artistic work.

7.1 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 selection of teacher-provided music for specific purposes. MU:RE7.1.1.A

7.2 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:RE7.2.1.A

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8 Interpret meaning in artistic work.

8.1 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:RE8.1.1.A

9 Apply criteria to evaluate artistic work.

9.1 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:RE9.1.1.A

Connecting

10 Relate and synthesize knowledge and personal experiences to inspire and inform artistic work.

10.1 The multidimensional system of music allows us to uniquely express and reflect upon ideas, opinions, aesthetic values, and human sentience. Musicians draw upon universal themes, disciplinary and interdisciplinary understandings, and life experiences to inform their creative expressions.

a. Explore and imitate sounds found in the environment. MU:CN10.1.1.A

b. Imagine and describe places, times, and reasons for making and listening to music. MU:CN10.1.1.B

c. Illustrate musical ideas through movements (such as dramatizations of books or stories). MU:CN10.1.1.C

d. Manipulate music concepts (such as tempo, dynamics, and articulations) in order to express ideas. MU:CN10.1.1.D

11 Investigate ways that artistic work is influenced by societal, cultural, and historical context and, in turn, how artistic ideas shape cultures past, present, and future.

11.1 Creating, performing, and analyzing music deepens our knowledge of ideas, informs our understanding of cultures, and helps us envision the future.

a. Perform folk music from variety of cultures and discuss the music's culture of origin. MU:CN11.1.1.A

b. With limited guidance, state preferences for varied musical styles and repertoire. MU:CN11.1.1.B