

Music: First Grade

Creating (CR)

1 Generate musical ideas through reading, notating, and/or interpreting music. **M.CR.1**

1 Recognize the elements of music, including: **1.M.CR.1.1**

A Beat/Meter (steady beat, strong/weak beats, long/short sounds, 2/4 and 4/4 meters) **1.M.CR.1.1.A**

B Pitch (high/low) **1.M.CR.1.1.B**

C Tempo (fast/slow, allegro/largo) **1.M.CR.1.1.C**

D Dynamics (forte/piano) **1.M.CR.1.1.D**

E Melody (upward/downward, steps/skips, and repeats) **1.M.CR.1.1.E**

F Harmony (sing in unison, accompanied using pitched and unpitched instruments) **1.M.CR.1.1.F**

G Form (introduction, call/response, Question/Answer, verse/refrain, and AB) **1.M.CR.1.1.G**

H Tone Color (classroom percussion and instrument families of the orchestra) **1.M.CR.1.1.H**

2 Improvise melodic and rhythmic answers with or without a system of syllables, numbers or basic notation using voice, classroom instruments, or technology to demonstrate basic notation. **1.M.CR.1.2**

3 Improvise movement (non-locomotor and locomotor) appropriate for the musical elements heard in various listening examples. **1.M.CR.1.3**

4 Use an identified system of syllables, numbers, or letters to demonstrate basic notation: **1.M.CR.1.4**

A Rhythmic (quarter note, quarter rest, paired eighth notes) **1.M.CR.1.4.A**

B Melodic (sol mi la) **1.M.CR.1.4.B**

Performing (PR)

1 Present or demonstrate an existing musical work, formally or informally, with appropriate expressive and technical skills. **M.PR.1**

1 Participate in music through singing (individually and in groups, as well as accompanied and unaccompanied) and playing traditional and/or non-traditional instruments (i.e., found sounds). **1.M.PR.1.1**

2 Match pitches, sing in tune, and use appropriate tone and expression. **1.M.PR.1.2**

3 Play steady beat and simple ostinati using instruments or body percussion to accompany songs and rhythm activities. **1.M.PR.1.3**

- 4 Perform simple patterns with voice or on pitched or unpitched traditional or non-traditional instruments. [1.M.PR.1.4](#)
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Responding (RE)

1 Respond to music while demonstrating respect for others' music preferences and music performances. [M.RE.1](#)

- 1 Respond to the beat or rhythm in music by using non-locomotor or locomotor movement, body percussion, and playing classroom instruments. [1.M.RE.1.1](#)
 - 2 Recognize and practice appropriate audience and performer behavior appropriate for the context and style of music performed. [1.M.RE.1.2](#)
 - 3 Respond, using directional movements or manipulatives, to the melodic contour of familiar and unfamiliar songs. [1.M.RE.1.3](#)
 - 4 Discuss likes and dislikes of music in different styles. [1.M.RE.1.4](#)
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Connecting (CN)

1 Recognize the development of music from a social, cultural, and historical context. [M.CN.1](#)

- 1 Sing and perform songs, chants, rhymes, singing games, and dances from a variety of cultures. [1.M.CN.1.1](#)
- 2 Experience American music, including work songs, holiday songs, and patriotic music. [1.M.CN.1.2](#)
- 3 Identify music and instruments from different cultures. [1.M.CN.1.3](#)