

## **General Music: 1st Grade**

### **Standard 1.0 Singing**

Students will sing, alone and with others, a varied repertoire of music.

The student will

- 1.1 Develop skill in singing a variety of children's songs.
- 1.2 Reproduce upward and downward direction vocally.

### **Performance Indicators: Evidence Standard is Met**

The student is able to

#### **Level 1**

- Sing songs within a limited range, alone and with others.
- Create vocal sounds in response to visual and movement cues, exploring upward and downward directions.

#### **Level 2**

- Sing songs within a limited range, using good vocal tone.
- Sing short melodic passages with a group, showing with hand movements the direction of the melody.

#### **Level 3**

- Sing songs with increased accuracy in pitch matching and blending.
- Sing, correctly, short melodic passages, accurately reproducing the melodic direction.

### **Sample Performance Task**

Students will echo short melodic passages that use limited pitches. They will use hand movements to show melodic direction (Curwen hand signs or directional movements.) The teacher will assess for accuracy by observation of hand movements in relation to pitch.

### **Integration/Linkages**

Language arts, Science.

### **Standard 2.0 Playing Instruments**

Students will perform on instruments, alone and with others, a varied repertoire of music.

## **Learning Expectations**

The student will

- 2.1 Reproduce and maintain steady beat.
- 2.2 Develop skill in playing simple accompaniment patterns with melodies and poems.
- 2.3 Reproduce upward and downward direction of melodies.

## **Performance Indicators: Evidence Standard is Met**

### **Level 1**

- Imitate a steady beat while playing an instrument.
- Accompany songs and poems by playing a steady beat on classroom instruments.
- Demonstrate upward and downward direction on a pitched instrument.

### **Level 2**

- Perform a steady beat in a group setting using classroom instruments.
- Perform accompaniment patterns composed of a combination of notes and rests.
- Perform ascending and descending scale songs on pitched instruments.

### **Level 3**

- Perform a steady beat alone using a classroom instrument.
- Play classroom instruments, responding to word cues in familiar songs and poems.
- Perform on pitched instruments short melodic passages with a limited set of pitches (e.g., so – mi).

## **Sample Performance Task**

Students will maintain a steady beat while playing classroom unpitched percussion instruments. The steady beat may accompany a song or recorded musical selection. The teacher will assess by observation.

## **Integration/Linkages**

Language Arts, Mathematics, Physical Education

## **Standard 3.0 Improvising**

Students will improvise melodies, variations and accompaniments.

## **Learning Expectations**

The student will

3.1 Create musical sounds to accompany stories.

**Performance Indicators: Evidence Standard is Met**

The student is able to

**Level 1**

- Create appropriate vocal sounds to represent characters, emotions, or events in a story.

**Level 2**

- Create sounds using voices, body percussion or classroom instruments to accompany stories.

**Level 3**

- Select appropriate classroom instruments and create musical accompaniments for stories.

**Sample Performance Task**

After being read the book *The Little Old Lady Who Was Not Afraid of Anything* by Linda Williams, students will create vocal sounds to represent the words, "Boo, Boo!" Students will also choose classroom instruments or body percussion to improvise other key words in the story. The teacher will assess student responses by evaluating the appropriateness of responses.

**OR**

After hearing the story of "Goldilocks and the Three Bears," students will use high, middle or low voices to appropriately interpret the characters in the story. The teacher will assess student responses by listening for the correct vocal registers.

**Integration/Linkages**

Language Arts, Drama.

**Standard 4.0 Composing**

Students will compose and arrange music within specified guidelines.

**Learning Expectations**

The student will

4.1 Compose short melodies using limited pitches.

## **Performance Indicators: Evidence Standard is Met**

The student is able to

### **Level 1**

- Arrange melodic icons into high and low patterns (e.g., so and mi).

### **Level 2**

- Compose melodies for short phrases of text using limited pitches (e.g., so and mi).

### **Level 3**

- Create melodies with limited pitches for short poems or nursery rhymes.

## **Sample Performance Task**

The student will create a two-pitch (so - mi) melody for a given text by arranging manipulatives into melodic contours. Each manipulative will represent one syllable of text and may be placed to represent one of the two pitches. The teacher will assess for understanding based on observation.

## **Integration/Linkages**

Language Arts, Mathematics.

## **Standard 5.0 Reading and Notating**

Students will read and notate music.

## **Learning Expectations**

The student will

5.1 Demonstrate an understanding of symbols which represent beat and rhythmic patterns.

## **Performance Indicators: Evidence Standard is Met**

The student is able to

### **Level 1**

- Recognize symbols which represent a rest or one sound per steady beat.

### **Level 2**

- Read symbols which represent a rest, and one or two sounds per steady beat.

### **Level 3**

- Read and perform symbols which represent a rest, and one or two sounds per steady beat.

### **Sample Performance Task**

The student will read aloud symbols that represent one or two sounds per steady beat. They will perform a silent movement to show rests. The teacher will assess for accuracy of speech and movement responses.

### **Integration/Linkages**

Language Arts, Mathematics.

### **Standard 6.0 Listening and Analyzing**

Students will listen to, analyze, and describe music.

### **Learning Expectation**

The student will

- 6.1 Recognize recurring rhythmic patterns in music.
- 6.2 Recognize same and different sections in familiar pieces of music.
- 6.3 Recognize the differences in mood of various contrasting familiar pieces of music.
- 6.4 Recognize, aurally, the difference between one voice or instrument and many voices or instruments (e.g., thick and thin texture).

### **Performance Indicators: Evidence Standard is Met**

The student is able to

#### **Level 1**

- Demonstrate recognition of repeated rhythmic patterns in familiar songs through movement or body percussion.
- Identify repeated sections in a song.
- Use vocabulary such as happy, sad, excited, or scary to describe the emotions portrayed in familiar pieces of music.
- Differentiate between one voice and many voices when they are used in the classroom (e.g., call and response form).

#### **Level 2**

- Identify repeated rhythmic patterns in familiar songs.
- Identify two contrasting sections in a song (e.g., A B).
- Analyze the mood in contrasting selections of music by drawing a representation of the sounds heard or using appropriate movement.
- Differentiate (with eyes closed) between one or many instruments when they are performed in the classroom.

### **Level 3**

- Identify familiar repeated patterns in new songs or orchestral pieces.
- Identify same, different, same (e.g., A B A) in listening examples and songs.
- Differentiate between two contrasting selections of music by describing the mood they create.
- Recognize one or many voices or instruments when they are heard in recorded selections.

### **Sample Performance Task**

The students will perform a song that has two distinct sections, such as “Old Dan Tucker,” “Old Joe Clark” or “Hunt the Cows.” While singing, they will perform contrasting movements to indicate the different sections. The teacher will assess for correct responses based on observation of movement changes.

### **Integration/Linkages**

Language Arts, Social Studies, Mathematics, Visual Art.

### **Standard 7.0 Evaluating**

**Students will evaluate music and music performances.**

### **Learning Expectations**

The student will

7.1 Interpret emotions that are associated with selected musical examples.

### **Performance Indicators: Evidence Standard is Met**

The student is able to

#### **Level 1**

- Use appropriate movement to express the mood of selected musical examples.

#### **Level 2**

- Identify the emotions expressed in musical selections.

### **Level 3**

- Determine a characteristic in a musical selection that leads to a particular emotional response.

### **Sample Performance Task**

The student will move expressively with a manipulative, such as a streamer or scarf, to show the expressive qualities in recorded music that is slow and smooth, such as “The Swan” or “The Aquarium” from *Carnival of the Animals* by Camille Saint-Saens. The teacher will observe movement responses. (A videotape may be useful.)

### **Integration/Linkages**

Language Arts, Social Studies, Dance.

### **Standard 8.0 Interdisciplinary Connections**

Students will understand relationships between music, the other arts, and disciplines outside the arts.

### **Learning Expectations**

The student will

8.1 Understand similarities between music and language arts.

### **Performance Indicators: Evidence Standard is Met**

The student is able to

#### **Level 1**

- Identify rhyming words in poems and songs.

#### **Level 2**

- Explore the relationship between cumulative songs and stories.

#### **Level 3**

- Explore the relationship between story and song sequencing (e.g., beginning, middle and ending).

### **Sample Performance Task**

The students will learn cumulative songs such as “I Know an Old Lady Who Swallowed a Fly” or “I Bought Me a Cat.” As a group, students will retell the events in the narrative, or create new verses. They will experience various illustrated books that tell these stories and compare versions. The teacher will assess for understanding based on student participation.

### **Integration/Linkages**

Language Arts.

### **Standard 9.0 Historical and Cultural Relationships**

Students will understand music in relation to history and culture.

### **Learning Expectations**

The student will

9.1 Recognize familiar songs of different cultures.

### **Performance Indicators: Evidence Standard is Met**

The student is able to

#### **Level 1**

- Recognize familiar songs that represent cultures within America.

#### **Level 2**

- Recognize familiar songs from world cultures.

#### **Level 3**

- Identify non-English texts in simple folk songs.

### **Sample Performance Task**

The students will sing and move to the African American song, “All Around the Kitchen.” They will learn how long ago children made up this song while playing outside the kitchen, hoping to receive some fresh-baked treats. The teacher will assess understanding by student responses to questions and class participation.

### **Integration/Linkages**

Language Arts, Social Studies, History.