

GENERAL MUSIC: GRADE 1

ACADEMIC STANDARDS



CATALINA FOOTHILLS SCHOOL DISTRICT

Approved by Governing Board on June 27, 2017



STANDARDS FOR GENERAL MUSIC

GRADE 1

CREATING (Imagine)

Conceiving and developing new artistic ideas and work

MU.Cr1.1.1 Generate and improvise rhythmic and melodic patterns with guidance (required: quarter note/rest, barred eighth notes, whole note/rest, sol-mi-la).

MU.Cr1.2.1 Generate musical patterns and ideas within a given tonality (required: major/minor), meter (required: duple), and form (required: AB Form), with guidance.

CREATING (Plan and Make)

Conceiving and developing new artistic ideas and work

MU.Cr2.1.1 Explain personal reasons for selecting musical ideas with guidance (for example: Why did you choose that rhythm, dynamic).

MU.Cr2.2.1 Organize personal musical ideas using pictorial and/or standard notation and/or recording technology, with appropriate (required: sequence musical ideas such as, Step 1: Choose an instrument to accompany a pre-selected song, Step 2: Choose a dynamic level that fits the pre-selected song, Step 3: Create a rhythmic pattern that fits the pre-selected song, Step 4: Perform your piece).

CREATING (Evaluate and Refine – Present)

Conceiving and developing new artistic ideas and work

MU.Cr3.1.1 Apply personal, peer, and/or teacher feedback to refine personal musical ideas, with guidance (for example: changing a rhythm; switching instruments, playing more softly).

MU.Cr3.2.1 Present a final version of personal or collective musical ideas to peers, with guidance (for example: class concert).

PERFORMING (Select – Analyze – Interpret)

Realizing artistic ideas and work through interpretation and presentation

MU.Pr1.1.1 Demonstrate knowledge of musical concepts and expressive qualities (for example: voice quality, movement, dynamics, tempo) in music from a variety of cultures with guidance (for example: compare the tempo of two pieces from different cultures).

MU.Pr1.2.1 Read and perform rhythmic (required: quarter note/rest, barred eighths, half note/rest, whole note/rest) and melodic (required: sol, mi, la, do) patterns using notation, with guidance.

PERFORMING (Rehearse – Evaluate and Refine)

Realizing artistic ideas and work through interpretation and presentation

MU.Pr2.1.1 Apply personal, teacher, and/or peer feedback to refine performance and improve expression in music performances, with appropriate guidance (for example: begin more softly if there is a crescendo; appropriate stage presence; critique a recorded performance).

PERFORMING (Present)

Realizing artistic ideas and work through interpretation and presentation

MU.Pr3.1.1 Perform music with accuracy and expression that is appropriate for the audience and occasion (for example: If the audience is your family, what music do they want to hear?).

MU.Pr3.2.1 Demonstrate appropriate performance and audience behavior (for example: standing still in-between songs or clapping after a song has been performed).

RESPONDING (Select – Analyze – Interpret)

Understanding and evaluating how the arts convey meaning

MU.Re1.1.1 Explain and justify musical interests and experiences, with guidance (for example: What song would you choose to dance to? Relax to?).

MU.Re1.2.1 Describe how a specific music concept (such as beat or melodic direction) is used in various styles of music, with guidance (for example: compare and contrast tempo, dynamics, etc. in Jazz and Rock).

MU.Re2.1.1 Describe expressive qualities that reflect creators'/performers' intent, with guidance (for example: identify the dynamics Haydn used in the "Surprise Symphony" and why he made those choices).

RESPONDING (Evaluate)

Understanding and evaluating how the arts convey meaning

MU.Re3.1.1 Apply teacher-provided criteria to evaluate musical works and performance, with guidance.

CONNECTING (Connect)

Relating artistic ideas and work with personal meaning and external context.

MU.Cn1.1.1 Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.

- identify various uses of music in daily experiences (for example: songs for celebration, games; marches; TV shows, movies, video games soundtracks; dance music; work songs)

MU.Cn2.1.1 Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

- identify musical pieces that are important to a specific context, with guidance (for example: how music plays a part in family traditions or times of celebration)
- compare relationships between music and other content areas, with guidance (for example: dance, visual art, dramatic arts, literature, science, math, social studies, and language arts).
- Identify how context (social, cultural, and historical) can inform a piece of music, with guidance (for example: Why are songs that are written about Halloween scary?; required: investigate a specific composer [for example: Haydn]).