

Music

GRADE ONE

STANDARD 1

The student acquires knowledge of the elements necessary to create, perform and respond effectively to music.

To meet this standard, the student will:

Benchmark 1.1.1: Read and notate music.

Indicator:

- 1.1.1.1 Use graphic or symbolic systems to represent vocal and instrumental sounds and musical ideas.

Benchmark 1.1.2: Listen to, analyze, and describe music.

Indicators:

- 1.1.2.1 Use their own vocabulary and standard music vocabulary to describe voices and instruments.
- 1.1.2.2 Identify the sources of a wide variety of sounds.
- 1.1.2.3 Describe their responses to music that they sing and hear, using appropriate vocabulary or musical terminology (e.g., “I like this music because it is fast and it makes me want to dance”).
- 1.1.2.4 Identify different tempi (faster and slower speeds) in their environment and in music.
- 1.1.2.5 Identify higher- and lower-pitched sounds in their environment and in music.
- 1.1.2.6 Identify examples of dynamics (the varying degree of volume of sound) in their environment and in music.
- 1.1.2.7 Identify examples of beat in daily life and in music (e.g., heartbeat, steady pulse of a bass drum in a march).
- 1.1.2.8 Identify rhythms in language (e.g., patterns of long and short sounds in nursery rhymes).
- 1.1.2.9 Distinguish between beat and rhythm in a simple song.

Benchmark 1.1.3: Evaluate music and music performances.

Indicator:

- 1.1.3.1 Use their own vocabulary to explain their preference for specific songs or pieces of music.

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STANDARD 2

The student uses music knowledge and skills to produce creative works.

To meet this standard, the student will:

Benchmark 1.2.1: Sing alone and with others, a varied repertoire of music.

Indicators:

- 1.2.1.1 Use their voices expressively as they speak, chant, and sing.
- 1.2.1.2 Sing expressively, showing awareness of the meaning of the text.
- 1.2.1.3 Sing a variety of simple songs in various keys alone and with a group, becoming increasingly accurate in pitch.
- 1.2.1.4 Reproduce specific pitches in group call and- response activities (e.g., respond with “I am fine” to the leader’s question “How are you?”).
- 1.2.1.5 Sing a variety of simple songs in various meters alone and with a group, becoming increasingly accurate in rhythm.

Benchmark 1.2.2: Perform on instruments alone and with others, a varied repertoire of music.

Indicators:

- 1.2.2.1 Produce a specific effect (e.g., the sound of wind, sounds of farm animals), using various sound sources (e.g., the voice, the body, musical instruments, “found” materials such as sticks or combs).
- 1.2.2.2 Play simple melodies and accompaniments on instruments.
- 1.2.2.3 Play alone and with others a variety of simple songs in various keys becoming increasingly accurate in pitch.
- 1.2.2.4 Play alone and with others a variety of simple songs in various meters becoming increasingly accurate in rhythm.

Benchmark 1.2.3: Improvise melodies, variations, and accompaniments.

Indicators:

- 1.2.3.1 Participate freely in music activities.
- 1.2.3.2 Accompany songs, using appropriate rhythm instruments (e.g., tambourines), body percussion (e.g., clapping), or “found” instruments.
- 1.2.3.3 Create sound effects to songs, poems, and chants, using the voice, instruments, or “found” materials.
- 1.2.3.4 Respond through movement to music of various tempos, meters, dynamics, modes, genres, and styles to express what they hear and feel in works of music.

Benchmark 1.2.4: Compose and arrange music within specified guidelines.

Indicator:

- 1.2.4.1 Create musical compositions in which they apply their knowledge of the elements of music and patterns of sounds, and use the voice, instruments, or “found” materials.

Key: 1, Grade 1.1 Standard 1.1.1 Benchmark 1.1.1.1 Indicator

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STANDARD 3

The student uses critical thinking to relate music to life outside of music class.

To meet this standard, the student will:

Benchmark 1.3.1: Understand relationships between music, the other arts, and disciplines outside of the arts.

Indicators:

- 1.3.1.1 Demonstrate an awareness of music as a part of daily life.
- 1.3.1.2 Communicate their thoughts and feelings about the music they hear, using language and a variety of art forms and media (e.g., computer, paints, and crayons).
- 1.3.1.3 Recognize that mood can be created through music (e.g., in “Lullaby” by Brahms, in “Dance of the Sugar Plum Fairy” by Tchaikovsky).

Benchmark 1.3.2: Understand music in relation to history and culture.

Indicator:

- 1.3.2.1 Identify ways in which music is a part of their daily life (e.g., music is used in the media, in family celebrations).