

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).

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]).

