

**Content Area: Music**

**Standard: 2. Creation of Music**

**Prepared Graduates:**

- Create music by composing and/or arranging what is heard or envisioned, in notated or non-notated form, with or without the use of music technology, demonstrating originality and technical understanding

**Grade Level Expectation: First Grade**

**Concepts and skills students master:**

2. Identify musical patterns

<b>Evidence Outcomes</b>	<b>21<sup>st</sup> Century Skills and Readiness Competencies</b>
<p><b>Students can:</b></p> <ul style="list-style-type: none"><li>a. Create patterns using known rhythms and pitches</li><li>b. Use iconic notation within the treble staff</li></ul>	<p><b>Inquiry Questions:</b></p> <ul style="list-style-type: none"><li>1. How does constructing something new help you create and express ideas?</li><li>2. Why is it important that you learn the notation of music that is performed?</li><li>3. Where else can you find patterns?</li><li>4. Why are patterns important in music?</li></ul>
	<p><b>Relevance and Application:</b></p> <ul style="list-style-type: none"><li>1. Young minds rely on patterns to interact with and understand the world around them.</li><li>2. Demonstrating how patterns change in various songs from different cultures, historical eras, styles, and genres builds a fundamental respect for differences.</li><li>3. Using iconic notation for what is heard in music is the first step in developing an understanding of the musical language just as invented spelling is used to identify what is heard in spoken language.</li></ul>
	<p><b>Nature of Music:</b></p> <ul style="list-style-type: none"><li>1. Music has many patterns.</li></ul>

## Content Area: Music

### Standard: 1. Expression of Music

#### Prepared Graduates:

- Employ musical skills through a variety of means, including singing, playing instruments, and purposeful movement
- Perform music with appropriate technique and level of expression at an appropriate level of difficulty in sight reading and prepared performance
- Demonstrate the processes of development of musical literature from rehearsal to performance, exhibiting appropriate interpersonal and expressive skills, both individually and within ensembles

### Grade Level Expectation: First Grade

#### Concepts and skills students master:

1. Expressively perform using simple techniques in **groups and independently**

#### Evidence Outcomes

##### Students can:

- a. Use the head voice to produce a light, clear sound
- b. Maintain steady beat
- c. **Respond to cues of a conductor for stopping and starting**

#### 21<sup>st</sup> Century Skills and Readiness Competencies

##### Inquiry Questions:

1. Why is it important to keep a steady beat?
2. How is singing similar to speaking?
3. What is the role of the conductor?

##### Relevance and Application:

1. Use of nursery rhymes, counting songs, spelling songs, celebration songs, holiday songs, and patriotic songs enables varying ways to teach content skills.
2. Singing songs focusing on phonemic awareness and songs that use cross body movements aid in the physiological needs of beginning reading skills.
3. Understanding responsible personal and social behaviors in musical settings gives insights to societal expectations in similar group settings.

##### Nature of Music:

1. Musicality is the ability to perform and respond to music in meaningful ways.

## Content Area: Music

### Standard: 1. Expression of Music

#### Prepared Graduates:

- Demonstrate the expressive elements of music – including melody, harmony, rhythm, style, genre, texture, voicing/instrumentation, mood, tonality, and form – through voice, musical instruments, and/or the use of electronic tools
- Demonstrate the processes of development of musical literature from rehearsal to performance, exhibiting appropriate interpersonal and expressive skills, both individually and within ensembles


### Grade Level Expectation: First Grade

#### Concepts and skills students master:

#### 2. Perform basic rhythmic and melodic patterns

#### Evidence Outcomes

##### Students can:

- Perform four-beat patterns that include sol-mi-la or mi-re-do pitches  
and 
- Play simple patterns

#### 21<sup>st</sup> Century Skills and Readiness Competencies

##### Inquiry Questions:

- How do the beats in music relate to counting in math?
- Why is it important to follow music symbols when performing?

##### Relevance and Application:

- Simple songs can be used to teach content such as counting, spelling, literature sequencing, and scientific topics.
- Tracking music on a page aids in developing skills needed in beginning reading.
- Audio devices and music software can be used to demonstrate simple four-beat patterns.

##### Nature of Music:

- When performers respond to patterns and symbols of music, they are communicating a composer's message just as a reader is communicating an author's message.