

Standards-Based Learning

Power Standards

Music

1st Grade

The K–5 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

ⓈPower Standards highlighted **All** standards must be taught and assessed. Power standards identify the standards that should receive the most instructional focus.

The student understands and applies arts knowledge and skills in dance, music, theatre, and visual arts. EALR 1

Understands and applies the concepts and vocabulary of music. 1.1

1.1.1	<p><i>Understands and applies the elements <u>beat and rhythm</u> while creating, performing, and responding to music.</i></p> <ul style="list-style-type: none"> a. Identifies and uses long and short sounds and silence. b. Counts quarter notes and rests and paired eighth notes using a steady beat. c. Identifies repetition and contrast in beat and rhythm.
1.1.2	<p>Understands and applies the elements <u>pitch and melody</u> while creating, performing, and responding to music.</p> <p><i>Pitch and Melody:</i></p> <ul style="list-style-type: none"> a. Demonstrates that sounds can move up or down, or stay the same. b. Identifies (aurally and visually) melodic phrases that move upward and downward. c. Sings and plays short melodic patterns. d. Recognizes aurally and sings intervals using sol-mi-la-do or other melodic systems. e. Sings simple songs in tune while matching teacher's pitches. f. Recognizes the difference between melody and accompaniment.
1.1.3	<p>Understands and applies the elements <u>harmony, texture, and timbre/tone color</u> while creating, performing, and responding to music.</p> <p><i>Harmony, Texture, and Timbre/Tone Color</i></p> <ul style="list-style-type: none"> a. Recognizes a variety of musical timbres. b. Identifies the timbre of voices and instruments. c. Experiences the differences and/or similarities between chants and songs.
1.1.4	<p>Understands and applies the element <u>form</u> while creating, performing, and responding to music.</p> <p><i>Form</i></p> <ul style="list-style-type: none"> a. Recognizes that music has an overall structure. b. Identifies repetition and contrast in music. c. Describes and performs various musical forms. d. Demonstrates call and response, echo songs, and rounds.

	e. Demonstrates musical phrases physically and orally by singing and playing instruments and by using the body to represent or act out the phrase.	
1.1.5	Understands and remembers the element <u>expression</u> (dynamics, style, tempo, phrasing) while creating, performing, and responding to music. a. Understands and uses loud-quiet (dynamics) and fast-slow (tempos). b. Experiences various musical styles through listening. c. Understands and uses fast-slow when singing and playing instruments.	
<i>Develops the skills and techniques of music.</i>		1.2
1.2.1	Analyzes, understands, and applies skills and techniques while creating, performing, and responding to music. a. Explores musical skills and techniques with teacher's direction and assistance: o Reading Music o Performing o Composing o Sight Singing/Reading o Playing Instruments o Singing o Improvising o Conducting o Chanting b. Demonstrates appropriate care of musical instruments.	
<i>Understands and applies musical genres and styles of various artists, cultures, and times.</i>		1.3
1.3.1	Remembers and recalls musical experiences of diverse genres, artists, cultures, and/or times. a. Describes musical experiences from the community, culture, and traditions of the students. b. Experiences music from various cultures and traditions.	
<i>Understands and applies audience conventions in a variety of arts settings and performances of music.</i>		1.4
1.4.1	Remembers and applies audience conventions in a variety of musical settings and performances. a. Demonstrates how to focus attention during a musical performance.	
The student uses the artistic processes of creating, performing/presenting, and responding to demonstrate thinking skills in dance, music, theatre, and visual arts		EALR 2
<i>Applies a creative process to music. (Identifies, explores, gathers, interprets, uses, implements, reflects, refines, and presents/performs)</i>		
2.1	Remembers, understands, and applies a creative process to create music. a. Demonstrates a creative process: - Explores musical elements to create music. - Gathers and uses musical elements to create music. - Uses ideas and skills to create music through guided exploration. - Implements choices of musical elements to create music. - Refines music through feedback. - Performs music for self and others.	
<i>Applies a performance process to music. (Identifies, selects, analyzes, interprets, rehearses, adjusts, refines, presents, produces, reflects, and self-evaluates)</i>		2.2
2.2.1	Remembers and understands how to use a performance process when preparing and performing music. a. Demonstrates a performance process:	

	-Rehearses and presents music for performance	
	<i>Applies a responding process to a performance and/or presentation of music. (Engages, describes, analyzes, interprets, and evaluates)</i>	2.3
2.3.1	Remembers and understands how to use a responding process when experiencing music. a. Demonstrates a responding process: -Engages the senses actively and purposefully while experiencing music -Describes what is seen, felt, and/or heard (perceived/experienced) when responding to music.	
The student communicates through the arts (dance, music, theatre, and visual arts).		EALR 3
	<i>Uses music to express feelings and present ideas</i>	3.1
3.1.1	Remembers and understands how music is used to express ideas and feelings. a. Identifies and examines how feelings are expressed through music.	
	<i>Uses music to communicate for a specific purpose.</i>	3.2
3.2.1	Remembers and understands how music communicates for a specific purpose. a. Describes (with teacher's direction) music that communicates for a given purpose. b. Discusses how musical styles and genres can be used to communicate for a specific purpose.	
	<i>Develops personal aesthetic criteria to communicate artistic choices in music.</i>	3.3
3.3.1	Remembers that personal aesthetic criteria are used to communicate artistic choices. a. Describes (with teacher's direction) how personal aesthetic choices in music are influenced by culture and history. b. Identifies personal aesthetic choices in music.	
The student makes connections within and across the arts (dance, music, theatre, and visual arts) to other disciplines, life, cultures, and work.		EALR 4
	<i>Demonstrates and analyzes the connections among the arts disciplines (dance, music, theatre, and visual arts).</i>	4.1
4.1.1	Remembers skills, concepts, and vocabulary that music has in common with other arts disciplines. a. Explores, identifies, and demonstrates concepts common to the arts disciplines. b. Uses common arts vocabulary when describing artworks.	
	<i>Demonstrates and analyzes the connections among the arts and between the arts and other content areas.</i>	4.2
4.2.1	Remembers skills, concepts, and vocabulary that music has in common with other content areas. a. Explores and identifies concepts common to the arts and other areas.	
	<i>Understands how the arts impact and reflect personal choices throughout life.</i>	4.3
4.3.1	Remembers how music impacts personal choices, including choices made at home and in school. a. Identifies how music impacts choices made at home and with one's family. b. Describes a specific piece of music from home and family. c. Recognizes examples of music in the classroom and school.	
	<i>Understands how the arts influence and reflect cultures/civilization, place, and time.</i>	4.4
4.4.1	Remembers the specific attributes of a musical work that reflect its cultural and historical context. a. Describes a specific piece of music from a given culture.	
	<i>Understands how arts knowledge and skills are used in the world of work, including careers in the arts.</i>	4.5

4.5.1

Remembers and **understands** how musical knowledge, skills, and work habits are used in the world of work, including careers in music.

- a. Explores and practices work habits needed to create music.
- b. Shares and demonstrates different music-related careers and work habits through creative dramatics.