

## Music Power Standards

# GRADE 1

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| <b>Singing, alone and with others, a varied repertoire of music.</b>  |
| 1.1 Sing, alone or with others, a varied repertoire, covering cultural traditions, history, current events, holidays and school studies.  |
| 1.2 Demonstrate proper breath, posture and diction in singing.  |
| 1.3 Sing expressively using dynamics, phrasing, and creative interpretation.  |
| 1.4 Perform publicly at least once.   |
| <b>Performing on instruments, alone and with others, a varied repertoire of music.</b>  |
| 2.1 Play pitched and unpitched classroom instruments demonstrating correct technique.   |
| 2.2 Play expressively using dynamics, phrasing and creative interpretation.   |
| <b>Improvising melodies, variations, and accompaniments.</b>  |
| 3.1 Improvise short rhythmic and melodic patterns by singing or playing on classroom instruments.   |
| <b>Composing and arranging music within specified guidelines.</b>   |
| 4.1 Compose short musical patterns within specified guidelines.   |
| <b>Reading and notating music.</b>  |
| 5.1 Read and perform rhythmic patterns containing paired eighth notes, quarter notes, quarter rests, half notes, and half rests.  |
| 5.2 Read Curwen hand signs and perform melodic patterns containing <i>so-mi</i> , and <i>so-mi-la</i> .   |
| <b>Listening to, analyzing, and describing music.</b>   |
| 6.1 Identify simple music forms such as verse/refrain, AB, and ABA when presented aurally.  |
| 6.2 Demonstrate listening skills by moving, by answering questions about, and by describing aural examples of music.  |
| 6.3 Use appropriate terminology in explaining music, music notation, music instruments and voices, and music performances (e.g. speaking voice/singing voice, loud/soft, high/low, fast/slow).  |
| 6.4 Identify the sounds of a variety of instruments, including many band and orchestra instruments, and instruments from various cultures, as well as children's voices, and male and female adult voices.  |
| 6.5 Respond through purposeful movements (e.g. swaying, skipping, and dramatic play) to selected prominent music characteristics or to specific music events (e.g. meter changes, dynamic changes, same/different sections) while listening to music. |
| <b>Evaluating music and music performances.</b>   |
| 7.1 Create and apply criteria for evaluating performances and compositions.   |
| 7.2 Explain their personal preferences for specific musical works and styles using appropriate music terminology.   |
| <b>Understanding relationships between music, the other arts, and disciplines outside the arts.</b>   |
| 8.1 Identify similarities and differences in the meanings of common terms used in the various arts (e.g. the definition of "line" in art, music, drama, and dance).   |
| 8.2 Identify ways in which the concepts and subject matter of other disciplines taught in the school are interrelated with those of music (e.g. comparing fractions with rhythmic notation.)  |
| <b>Understanding music in relation to history and culture.</b>  |
| 9.1 Identify by genre or style aural examples of music from various historical periods and cultures.  |
| 9.2 Describe how elements of music are found in musical examples around the world.  |
| 9.3 Identify various uses of music in their daily experiences and also describe characteristics that make certain music suitable for each use.  |
| 9.4 Identify and describe roles of musicians (e.g. conductor, folk singer, church organist, etc.) in various music settings and cultures.   |