

**MUSIC CURRICULUM STANDARDS  
FIRST GRADE**

**Standard 1.0 Singing**

**Students will sing alone and with others, a varied repertoire of music.**

**Grade Level Expectations (GLEs)**

The student will

- 1.1 Develop skill in singing a variety of children's songs.
- 1.2 Reproduce high, middle, and low pitches vocally.
- 1.3 Reproduce upward and downward directions vocally.

**Checks for Understanding**

- 1.1 Sing, with others, a simple song (words, pitches, rhythm).
- 1.2 Sing, alone, a so-mi-la pattern accurately.
- 1.3 Sing a short melodic pattern that moves in an upward and downward direction.

**Student Performance Indicators (SPIs)**

The student is able to

- 1.1.1 Sing, with others, a simple song.
- 1.1.2 Sing a simple song on pitch.
- 1.1.3 Sing a simple song on pitch in an established key.
  
- 1.2.1 Perform, vocally, a high-middle-low pattern.
- 1.2.2 Sing a so-mi-la pattern.
- 1.2.3 Sing, matching pitch, a so-mi-la pattern.
  
- 1.3.1 Sing, with a group, short melodic patterns that move upward and downward.
- 1.3.2 Sing, with a group, a simple song that moves upward and downward.
- 1.3.3 Sing a simple song, accurately reproducing melodic direction.

**Standard 2.0 Playing Instruments**

**Students will perform on instruments, alone and with others, a varied repertoire of music.**

**Grade Level Expectations (GLEs)**

The student will

- 2.1 Reproduce and maintain a steady beat.
- 2.2 Perform short rhythm patterns.
- 2.3 Reproduce upward and downward directions of melodies.

### **Checks for Understanding**

- 2.1 Maintain a steady beat independently.
- 2.2 Perform, accurately, a four-beat rhythm pattern.
- 2.3 Perform appropriate glissandi to accompany a song, poem, or story.

### **Student Performance Indicators (SPIs)**

The student is able to

- 2.1.1 Imitate a steady beat (using body percussion or instruments).
- 2.1.2 Maintain a steady beat independently.
- 2.1.3 Maintain a steady beat at varying tempos.
  
- 2.2.1 Imitate long/short and fast/slow sounds.
- 2.2.2 Perform short rhythm patterns using body percussion.
- 2.2.3 Perform short rhythm patterns using instruments.
  
- 2.3.1 Identify upward and downward direction on pitched instruments.
- 2.3.2 Demonstrate upward and downward direction on pitched instruments
- 2.3.3 Perform ascending and descending scale songs on pitched instruments.

### **Standard 3.0 Improvising**

**Students will improvise melodies, variations, and accompaniments.**

### **Grade Level Expectations (GLEs)**

The student will

- 3.1 Create musical sounds to accompany songs, poems, and/or stories.
- 3.2 Improvise, vocally, sounds and/or short melodic fragments.
- 3.3 Improvise creative movement within a musical context.

### **Checks for Understanding**

- 3.1 Play an improvised accompaniment for a song, poem, and/or story on a percussion instrument within specified teacher guidelines.
- 3.2 Improvise vocal sounds to accompany a song, poem, and/or story within specified teacher guidelines.

- 3.3 Improvise movements to accompany a song, poem, story, and/or listening example within teacher guidelines.

### **Student Performance Indicators (SPIs)**

The student is able to

- 3.1.1 Explore sounds using voice, body percussion, or classroom instruments in response to a song, poem, or story.
- 3.1.2 Improvise appropriate sounds, from teacher-provided parameters, to accompany a song, poem, or story.
- 3.1.3 Improvise appropriate sounds, using voice or classroom instruments, to accompany teacher-selected song, poem, or story.
  
- 3.2.1 Explore selected vocal sounds.
- 3.2.2 Improvise vocal sounds and/or melodic phrases appropriate to the teacher-selected song, poem, or story.
- 3.2.3 Improvise, vocally, short melodic phrases in response to simple musical questions.
  
- 3.3.1 Explore movements in response to teacher-provided parameters.
- 3.3.2 Improvise movements appropriate to teacher-selected song, poem, story or listening example.
- 3.3.3 Improvise, in a group, appropriate movements to show selected musical forms and/or expressive qualities.

### **Standard 4.0 Composing**

**Students will compose and arrange music within specific guidelines.**

#### **Grade Level Expectations (GLEs)**

The student will

- 4.1 Compose short beat/rhythm patterns.
- 4.2 Compose short melodies using limited pitches.

#### **Checks for Understanding**

- 4.1 Create a four-beat composition using sounds/silence following teacher guidelines.  
Create a four-beat composition using long/short sounds following teacher guidelines.
- 4.2 Create a four-beat composition using high/low sounds following teacher guidelines.

### **Student Performance Indicators (SPIs)**

The student is able to

- 4.1.1 Create and demonstrate a composition using sounds/silence.
- 4.1.2 Create and demonstrate a composition using long/short sounds.
- 4.1.3 Create and demonstrate a four-beat rhythm composition using quarter notes, paired eighth notes, and/or quarter rests.
  
- 4.2.1 Create and demonstrate a composition using up and down sounds.
- 4.2.2 Create and demonstrate a composition using high and low sounds.
- 4.2.3 Create and demonstrate a composition using so and mi.

## **Standard 5.0 Reading and Notating**

**Students will read and notate music.**

### **Grade Level Expectations (GLEs)**

The student will

- 5.1 Demonstrate an understanding of symbols which represent beat and rhythm patterns.
- 5.2 Demonstrate an understanding of symbols which represent melodic patterns.

### **Checks for Understanding**

- 5.1 Perform a steady beat following iconic notation provided by the teacher.  
Perform rhythm patterns following iconic notation provided by the teacher.
- 5.2 Perform a short melody using so-mi following iconic notation provided by the teacher.

### **Student Performance Indicators (SPIs)**

The student is able to

- 5.1.1 Interpret and perform iconic notation for beat and no beat.
- 5.1.2 Interpret and perform iconic notation for one sound on a beat, two sounds on a beat, or no sound on a beat.
- 5.1.3 Read and perform traditional notation for quarter note, paired eighth notes, and quarter rest.
  
- 5.2.1 Recognize and perform iconic notation for high and low sounds.
- 5.2.2 Recognize and perform iconic notation for high, middle, and low sounds.
- 5.2.3 Read and perform iconic notation for simple melodic patterns.

## **Standard 6.0 Listening and Analyzing**

## **Students will listen to, analyze, and describe music.**

### **Grade Level Expectations (GLEs)**

The student will

- 6.1 Identify the form of simple pieces of music.
- 6.2 Recognize the differences in tone color of voices and classroom instruments.
- 6.3 Recognize expressive qualities in selected pieces of music.
- 6.4 Recognize same and different in simple rhythmic and melodic patterns and/or phrases.

### **Checks for Understanding**

- 6.1 Demonstrate same and different within a musical selection by using contrasting movements.
- 6.2 Identify voices as men, women, and/or children (i.e., man/woman/child) in teacher-provided examples.  
Name selected instruments by sight.  
Name selected instruments by sound.  
Identify how the sound is produced by selected instruments within teacher-provided parameters.
- 6.3 Describe a selected piece of music using the terms loud/soft and/or fast/slow.
- 6.4 Identify selected patterns and/or phrases as same or different.

### **Student Performance Indicators (SPIs)**

The student is able to

- 6.1.1 Respond to same and different within a musical selection.
- 6.1.2 Recognize same and different sections within a two-section musical selection.
- 6.1.3 Recognize same and different sections within extended musical selections (e.g., ABA form, rondo).
- 6.2.1 Recognize the difference between one voice or instrument and many voices or instruments.
- 6.2.2 Recognize the differences between the voices of men, women, and children.  
Recognize individual instruments and identify how sound is produced.
- 6.2.3 Recognize classroom instruments, by sight and sound, and classify into families.
- 6.3.1 Identify a selection as fast or slow.  
Identify a selection as loud or soft.
- 6.3.2 Describe the mood of music in terms of fast/slow and/or loud/soft.
- 6.3.3 Label fast/slow as tempo and loud/soft as dynamics.

- 6.4.1 Recognize music has patterns and/or phrases.
- 6.4.2 Recognize patterns and/or phrases can be same or different.
- 6.4.3 Recognize phrases are same and different rhythmically.  
Recognize phrases are same and different melodically.

## **Standard 7.0 Evaluating**

**Students will evaluate music and music performances.**

### **Grade Level Expectations (GLEs)**

The student will

- 7.1 Evaluate musical performances based on an age-appropriate criteria.
- 7.2 Develop and evaluate appropriate audience behaviors during a performance.

### **Checks for Understanding**

- 7.1 Identify one feature, selected from options provided by the teacher, observed and/or heard during a performance. (e.g., fast/slow, loud/soft, standing up straight).
- 7.2 Demonstrate sitting quietly during a performance and applauding at appropriate times.

### **Student Performance Indicators (SPIs)**

The student is able to

- 7.1.1 Discuss a musical performance using teacher-given criteria.
- 7.1.2 Discuss a musical performance using grade-appropriate music vocabulary.
- 7.1.3 Discuss classroom performances (visually and aurally) using grade appropriate vocabulary.
  
- 7.2.1 Discuss appropriate audience behaviors during a performance.
- 7.2.2 Demonstrate appropriate audience behaviors during a performance.
- 7.2.3 Evaluate audience behaviors exhibited during a performance.

## **Standard 8.0 Interdisciplinary Connections**

**Students will understand music between music, the other arts, and disciplines outside the arts.**

### **Grade Level Expectations (GLEs)**

The student will

- 8.1 Identify connections between music and dance, theatre, and/or visual arts.
- 8.2 Identify connections between music and language arts.

### **Checks for Understanding**

- 8.1 Identify a common element between music and another arts discipline (e.g., pattern, movement, sequence).
- 8.2 Identify rhyming words in a song, poem, and/or story.

### **Student Performance Indicators (SPIs)**

The student is able to

- 8.1.1 Experience music and dance, theatre, and/or visual art.
- 8.1.2 Explore common elements between music and dance, theatre, and/or visual art.
- 8.1.3 Identify common elements between music and dance, theatre, and/or visual art.
  
- 8.2.1 Experience music and language arts.
- 8.2.2 Explore common elements between music and language arts.
- 8.2.3 Identify common elements between music and language arts.

## **Standard 9.0 Historical and Cultural Connections**

**Students will understand music in relation to history and culture.**

### **Grade Level Expectations (GLEs)**

The student will

- 9.1 Experience music from various historical periods and cultures.

### **Checks for Understanding**

- 9.1 Perform a song or singing game from another culture.

### **Student Performance Indicators (SPIs)**

The student is able to

- 9.1.1 Experience music examples from various historical periods and cultures.
- 9.1.2 Experience songs and singing games from various historical periods and cultures.
- 9.1.3 Recognize that musical examples come from different historical periods and cultures.