

Grade One - Music

- Standard: Historical, Cultural and Social Contexts
 - Benchmark: Identify and demonstrate basic music forms.
 - Indicator: Identify and demonstrate echo and call/response.
 - Benchmark: Identify and respond to music of historical and cultural origins.
 - Indicator: Sing songs representing their cultures.
 - Indicator: Sing, listen and move to music from various historical periods.
 - Benchmark: Recognize the interaction of people in music.
 - Indicator: Recognize and describe how songs are used for a variety of occasions (e.g., birthday, holiday).
- Standard: Creative Expression and Communication
 - Benchmark: Sing and/or play instruments, alone and with others, demonstrating a variety of repertoire, using proper technique, accurate rhythm and pitch and appropriate expressive qualities.
 - Indicator: Sing, alone and with others, a varied repertoire of songs with accurate rhythm and developing accurate pitch.
 - Indicator: Use the head voice to produce a light, clear sound.
 - Indicator: Play, alone and with others, a variety of classroom instruments with proper technique.
 - Benchmark: Read, write, improvise and compose melodies and accompaniments.
 - Indicator: Read, write and perform using eighth notes, quarter notes and quarter rests.
 - Indicator: Read, write and perform tritonic (la-sol-mi) melodies on the treble staff in G-do, F-do and C-do using a system (e.g., solfege, numbers or letters).
- Standard: Analyzing and Responding
 - Benchmark: Identify and demonstrate elements of music using developmentally appropriate music vocabulary.
 - Indicator: Identify and demonstrate contrasting elements of music (e.g., dynamics: loud/soft; rhythm: fast/slow; melody: high/low).
 - Indicator: Identify and demonstrate elements of music using developmentally appropriate vocabulary (e.g., rhythm, syllables, solfege).
 - Indicator: Identify same/different phrases.

- Benchmark: Identify the sounds of a variety of instruments including orchestra, band and classroom instruments.
 - Indicator: Identify classroom instruments (e.g., tambourine, maracas, rhythm sticks, triangle, woodblock, finger cymbals, drums) visually and aurally.
- Benchmark: Discuss and evaluate individual and group music performance.
 - Indicator: Recognize and discuss individual and group performance.
- Standard: Valuing Music/Aesthetic Reflection
 - Benchmark: Reflect on their own performances and the performances of others.
 - Indicator: Participate in developmentally appropriate music activities.
 - Benchmark: Demonstrate audience behavior appropriate for the context and style of music performed.
 - Indicator: Attend live music performances and demonstrate audience behavior appropriate for the context and style of music performed.
 - Benchmark: Demonstrate how music communicates meaning of text, feelings, moods or images, and influences personal preferences.
 - Indicator: Respond physically to a variety of age-appropriate music.
 - Indicator: Identify, discuss and respond to music written for specific purposes (e.g., holiday, march, lullaby).
- Standard: Connections, Relationships and Applications
 - Benchmark: Explain ways that music interrelates with other arts disciplines and with various disciplines outside the arts.
 - Indicator: Use music and/or found sounds together with dance, drama and visual art.
 - Indicator: Recognize connections between music experiences and another curricular subject (e.g., English language arts).
 - Benchmark: Describe how music is used in various cultures in the United States.
 - Indicator: Identify various uses of music in their cultures.
 - Benchmark: Identify and describe roles of musicians in various music settings.
 - Indicator: Recognize a musician.