

MUSIC STANDARDS AND BENCHMARKS

First Grade

First Grade – 1st Semester

1. Student, either alone or with others, will sing a varied repertoire of music.
 - a. Participate in singing a variety of developmentally appropriate songs.
 - b. Participate in singing games
 - c. Match pitch with a limited range
2. Student, either alone or with others, will play on instruments a varied repertoire of music.
 - a. Play high-low or up-down patterns using melodic instruments
 - b. Perform steady beat or rhythmic patterns on instruments
3. Student will read and notate music.
 - a. Read simple melodic notation
4. Students will create music.
 - a. Create simple accompaniments using body percussion and classroom instruments
 - b. Select and add vocals and percussion sounds to songs, poems and stories
5. Students will listen and respond to, analyze and describe music.
 - a. Participate in musical dramatization
 - b. Move expressively to music
 - c. Identify contrasts: long-short, accompaniment-no accompaniment
 - d. Read notated rhythm patterns
 - e. Determine mood or style from listening
 - f. Evaluate visual pattern of notes that repeat or stay the same
 - g. Use appropriate music vocabulary
6. Students will demonstrate an understanding of music in relation to history and a variety of cultures.
 - a. Participates in activities that represent a variety of cultures
 - b. Participates in activities that represent episodes of American history

MUSIC STANDARDS AND BENCHMARKS

First Grade

First Grade – 2nd Semester

1. Student, either alone or with others, will sing a varied repertoire of music.
 - a. Participate in singing a variety of developmentally appropriate songs.
 - b. Participate in singing games
 - c. Match pitch with a limited range
2. Student, either alone or with others, will play on instruments a varied repertoire of music.
 - a. Play high-low or up-down patterns using melodic instruments
 - b. Perform steady beat or rhythmic patterns on instruments
3. Student will read and notate music.
 - a. Read simple melodic notation
 - b. Identify pre-notation rhythmic symbols such as notation and stick notation
4. Students will create music.
 - a. Create simple accompaniments using body percussion and classroom instruments
 - b. Create new texts for familiar songs
 - c. Select and add vocals and percussion sounds to songs, poems and stories
5. Students will listen and respond to, analyze and describe music.
 - a. Participate in musical dramatization
 - b. Move expressively to music
 - c. Identify contrasts: long-short, accompaniment-no accompaniment
 - d. Distinguish specific vocal timbres
 - e. Read notated rhythm patterns
 - f. Identify percussive and melodic classroom instruments
 - g. Discover same/different sections in orchestral music
 - h. Determine mood or style from listening
 - i. Evaluate visual pattern of notes that repeat or stay the same
 - j. Use appropriate music vocabulary
6. Students will demonstrate an understanding of music in relation to history and a variety of cultures.
 - a. Participates in activities that represent a variety of cultures
 - b. Participates in activities that represent episodes of American history