

Course: Music- 1

Grade Level Expectations

DRAFT 8/16/11

RHYTHM

- (1)R.1 Demonstrate steady pulse/beat.**
- (1)R.1.m Demonstrate steady pulse/beat using locomotor, non-locomotor movement, and body percussion.
 - (1)R.1.s Explore steady pulse/beat of speech found in rhymes, poems, stories, and songs.
 - (1)R.1.l Identify steady pulse/beat found in listening examples.
 - (1)R.1.p Demonstrate steady pulse/beat with body percussion, unpitched percussion, and barred instruments.
 - (1)R.1.r Read/notate steady pulse/beat using devised/stick notation and Kodaly terminology.
 - (1)R.1.c Create simple pulse/beat accompaniments with movement or unpitched percussion instruments for rhymes, poems, stories, and songs.
- (1)R.2 Demonstrate duple meter (2/4, 4/4, 6/8).**
- (1)R.2.m Show duple meter using locomotor, non-locomotor movement, and body percussion.
 - (1)R.2.s Speak/sing with the strong and weak pulse/beat in duple meter using rhymes, poetry, and songs.
 - (1)R.2.l Demonstrate duple meter while listening to a musical example.
 - (1)R.2.p Accompany rhymes, poems, and songs in duple meter using unpitched instruments and body percussion.
 - (1)R.2.r Read and notate devised/stick notation in duple meter.
 - (1)R.2.c Create actions or body percussion to a rhyme, poem, or song in duple meter.
- (1)R.3 Demonstrate rhythmic patterns with values (quarter note, quarter rest, two eighth notes, half note).**
- (1)R.3.m Demonstrate rhythmic patterns with values (quarter note, quarter rest, two eighth notes, half note) using movement to illustrate echo patterns/note values.
 - (1)R.3.s Speak/sing a variety of rhymes, poems, and songs using rhythmic patterns and values (quarter note, quarter rest, two eighth notes).
 - (1)R.3.l Demonstrate rhythmic patterns with values (quarter note, quarter rest, two eighth notes) from notation while listening to a musical example.
 - (1)R.3.p Play/perform rhythmic patterns with values (quarter note, quarter rest, two eighth notes) from notation on unpitched percussion instruments.
 - (1)R.3.r Read and notate rhythmic patterns with values (quarter note, quarter rest, two eighth notes) using devised/stick notation and Kodaly terminology.
 - (1)R.3.c Create four beat patterns with rhythmic values (quarter note, quarter rest, two eighth notes, half note) using movement, visuals, and unpitched percussion.

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- (1)R.4 Experience movement games and organized dance using pulse, meter, and rhythm.**
- (1)R.4.m Demonstrate movement patterns in movement games and organized dance.
- (1)R.4.c Create movement patterns in movement games and organized dance.

MELODY

- (1)M.1 Produce pitch matching and vocal tone production.**
- (1)M.1.s Differentiate between speaking and singing voice using techniques for breathing, vocalizations, and replicating intervals as modeled by the teacher.
- (1)M.2 Demonstrate melodic patterns (Sol-Mi, Sol-Mi-La) in moveable Do with Curwen hand signs and solfège.**
- (1)M.2.s Sing songs and rhymes with melodic patterns (Sol-Mi, Sol-Mi-La) with hand signs.
- (1)M.2.p Play/perform melodic patterns (Sol-Mi) on barred instruments.
- (1)M.2.r Read and notate melodic patterns (Sol-Mi, Sol-Mi-La) with solfège from devised and standard notation on a two and three lined staves.
- (1)M.2.c Experiment/improvise melodies with melodic patterns (Sol-Mi, Sol-Mi-La)
- (1)M.3 Demonstrate a varied song repertoire in relation to history and culture.**
- (1)M.3.s Sing songs from a variety of cultures, historical periods, and styles.
- (1)M.4 Explore the relationship between the size of the sound source/instrument and its pitch.**
- (1)M.4.l Identify pitch of larger and smaller instruments in listening examples.
- (1)M.4.p Compare and contrast pitch production of larger and smaller instruments.
- (1)M.5 Demonstrate high/low contrasts, melodic direction, and melodic contour.**
- (1)M.5.m Demonstrate high/low contrasts, melodic direction, and melodic contour using movement and props.
- (1)M.5.s Identify high/low contrasts, upward/downward direction and melodic contour using vocal sounds, song literature, solfège, and hand signs.
- (1)M.5.l Identify high/low contrasts, upward/downward melodic direction, and melodic contour found in listening examples.
- (1)M.5.p Play/perform high/low contrasts, upward/downward melodic direction and melodic contour from nursery rhymes, stories, and songs on barred instruments.
- (1)M.5.r Read and notate high/low contrasts, upward/downward melodic direction, and melodic contour using visuals.

HARMONY

- (1)H.1 Explore differences in major/minor tonality.**
(1)H.1.m Demonstrate the ability to hear tonality changes in major/minor using movement.
(1)H.1.s Sing and analyze a variety of songs in major/minor tonality.
(1)H.1.l Listen to and analyze a variety of examples in major/minor tonality.
- (1)H.2 Demonstrate rhythmic ostinato.**
(1)H.2.m Perform speech ostinato patterns with added movement.
(1)H.2.s Explore speech ensembles with ostinato patterns.
(1)H.2.l Perform speech and movement ostinato patterns with listening examples.
(1)H.2.p Perform speech, body percussion, or instrumental ostinato patterns to accompany a rhyme, poem, or song.
(1)H.2.r Read speech, body percussion, or instrumental ostinato patterns from devised or standard notation.
(1)H.2.c Create speech, body percussion, or instrumental ostinato patterns to accompany a rhyme, poem, or song.
- (1)H.5 Demonstrate mallet technique.**
(1)H.5.p Explore sounds and pulse/beat using correct hand position on barred instruments.
- (1)H.6 Demonstrate bordun accompaniment (chord).**
(1)H.6.p Demonstrate the simple chord bordun through body percussion, movement, song, and playing barred instruments.

FORM

- (1)F.1 Demonstrate phrase and phrase relationships.**
(1)F.1.m Demonstrate same/different phrases through movement.
(1)F.1.s Compare and contrast same/different phrases in a poem, rhyme, or song.
(1)F.1.l Identify even/uneven phrases found in listening examples.
(1)F.1.p Analyze and perform same/different phrases in simple two and four phrase songs.
(1)F.1.r Represent same/different phrases in rhymes using visuals.
(1)F.1.c Create dramatizations and sound accompaniments to illustrate same/different phrases in a poem, rhyme, or song.
- (1)F.2 Explore form: AB, ABA**
(1)F.2.m Demonstrate the different sections of AB and ABA form using locomotor and non-locomotor movement.
(1)F.2.s Perform singing games in AB and ABA form.
(1)F.2.l Identify AB and ABA form found in listening examples.
(1)F.2.p Demonstrate contrasting sections in AB and ABA form using unpitched instruments.
(1)F.2.r Symbolize AB and ABA form through visuals.

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- (1)F.2.c Create a song dramatization and sound accompaniment showing contrasting sections in AB and ABA form.

EXPRESSIVE QUALITIES

(1)EQ.1 Incorporate creative movement and music to interpret stories, rhymes, and poetry.

- (1)EQ.1.m Explore personal/general space at varied levels while using creative movement to interpret stories, rhymes, poems, and songs.
(1)EQ.1.s Perform a dramatization of a song or a school musical presentation.

(1)EQ.2 Experience music styles of world cultures and historical periods.

- (1)EQ.2.m Explore movement from varied cultures and historical periods.
(1)EQ.2.s Explore songs from different cultures, historical periods, and styles.
(1)EQ.2.l Listen to authentic examples of music from varied cultures, historical periods, and styles.
(1)EQ.2.p Play/perform unpitched and pitched instruments from varied cultures.

(1)EQ.3 Participate in an ensemble while following a conductor.

- (1)EQ.3.m Perform movement in an ensemble while following a conductor.
(1)EQ.3.s Sing in an ensemble while following a conductor.
(1)EQ.3.p Play in an ensemble while following a conductor.

(1)EQ.4 Demonstrate contrasts in tempo.

- (1)EQ.4.m Demonstrate contrasting faster/slower tempos through movement.
(1)EQ.4.s Explore tempo differences in movement, speech, and songs.
(1)EQ.4.l Identify tempo contrasts found in listening examples.
(1)EQ.4.c Incorporate a variety of tempo contrasts into nursery rhymes, poems and songs.

(1)EQ.5 Demonstrate contrasts in dynamics.

- (1)EQ.5.m Demonstrate dynamic changes using locomotor and non-locomotor movement.
(1)EQ.5.s Discuss the relationship between loud and soft using song repertoire.
(1)EQ.5.l Identify dynamic contrasts found in listening examples.
(1)EQ.5.c Create dynamic contrasts using body percussion, movement, vocal sounds, and unpitched percussion instruments to accompany a rhyme, poem, or song.

(1)EQ.6 Demonstrate contrasts in timbre.

- (1)EQ.6.m Explore timbre/timbre groupings (e.g. woods, metals, skins)
(1)EQ.6.s Discover vocal timbre using different tone qualities.
(1)EQ.6.l Explore timbre contrasts (vocal, instrument, and environmental) by using varied sound sources and comparing them by timbre.
(1)EQ.6.p Play contrasting unpitched percussion sounds and classify by timbre.
(1)EQ.6.r Relate unpitched, pitched, and barred instrument timbres with instrument symbols.

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- (1)EQ.6.c Create simple accompaniments using varied vocal and unpitched percussion timbres.
- (1)EQ.7 Demonstrate unpitched percussion technique.**
(1)EQ.7.p Play unpitched percussion with correct technique to accompany rhymes, poems, and songs.
- (1)EQ.8 Identify unpitched and pitched percussion instruments.**
(1)EQ.8.l Compare and contrast unpitched and pitched percussion instruments materials, sound sources, and techniques.
(1)EQ.8.p Play unpitched and pitched percussion instruments to accompany rhymes, poems, and songs.
- (1)EQ.9 Identify musical symbols.**
(1)EQ.9.r Demonstrate the use of written musical symbols (double bar, repeat sign).
- (1)EQ.10 Explore the role of music and dance in daily life.**
(1)EQ.10.l Explore the uses of music and dance in daily life as a career (e.g. composer, performer, educator, dancer, actress, musician, conductor).
- (1)EQ.11 Explore connections between music and the other arts and disciplines.**
(1)EQ.11.l Explore the similarities in the principles, subject matter, and vocabulary of the other arts and disciplines and how they are connected with those in music.

Key

(1)R.1

(1)R.1.m

(1)

R

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m

CCSD Music Standard

Grade Level Expectation

Grade Level

Element of Music (R= Rhythm, M= Melody, H= Harmony, F= Form, EQ= Expressive Qualities)

Expectation (Concept, skill)

Learning Modes (m= moving, s= speaking/singing, l= listening, p= playing, r= reading/ notating, c= creating)