

# Music: Grade 1

## Expression of Music [MU.1.1](#)

### 1 Perform/Demonstrate music that exhibits learned rhythmic and melodic patterns. [MU.1.1.1](#)

- a Demonstrate melodic patterns that include same/different and three-pitch melodies. [MU.1.1.1.A](#)
  - b Demonstrate rhythmic patterns that include quarter note, paired eighth notes, and quarter rest. [MU.1.1.1.B](#)
  - c Demonstrate a steady beat while contrasting rhythms are being played. [MU.1.1.1.C](#)
  - d Apply the concept of steady beat to music with contrasting rhythms and tempos. [MU.1.1.1.D](#)
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### 2 Perform/Demonstrate developmentally appropriate songs with accurate pitch, rhythm, tone and expressive elements. [MU.1.1.2](#)

- a Demonstrate a variety of culturally diverse songs while maintaining steady beat. [MU.1.1.2.A](#)
  - b Demonstrate appropriate tempo and dynamic levels. [MU.1.1.2.B](#)
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### 3 Apply teacher and peer critique and self-reflection to refine individual technique and performance of basic songs. [MU.1.1.3](#)

- a Engage in refinement and feedback processes to prepare music for performance. [MU.1.1.3.A](#)
  - b Self-evaluate to refine musical performance. [MU.1.1.3.B](#)
  - c Critique expressive elements performed by others. [MU.1.1.3.C](#)
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## Creation of Music [MU.1.2](#)

### 1 Create, document, improvise, and arrange short phrases using rhythm and/or pitch. [MU.1.2.1](#)

- a Create and document a short instrumental and vocal pattern to accompany culturally diverse poems, rhymes, and stories. [MU.1.2.1.A](#)
  - b Improvise short patterns using learned pitches and rhythms. [MU.1.2.1.B](#)
  - c Arrange instrumental and vocal patterns to enhance culturally diverse poems, rhymes, stories and songs. (e.g., create a spooky soundscape to go with a Halloween poem; create a happy pattern to be background music for a happy part of a story) [MU.1.2.1.C](#)
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## Theory of Music MU.1.3

### 1 Identify and demonstrate introductory melodic and rhythmic patterns. MU.1.3.1

- a Melody: Identify and demonstrate same/different patterns, three-pitch patterns. MU.1.3.1.A
  - b Rhythm: Identify and demonstrate rhythmic patterns that include one sound for one beat, two equal sounds for one beat, and one silent beat (quarter note/rest, paired eighth notes, steady beat, strong/weak, beat vs rhythm, same/different). MU.1.3.1.B
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### 2 Identify, label, and demonstrate changes in tempos and dynamics. MU.1.3.2

- a Tempo: Identify and demonstrate faster/slower. MU.1.3.2.A
  - b Dynamics: Identify and demonstrate louder/softer, piano, forte MU.1.3.2.B
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### 3 Identify and demonstrate basic form/structure, meter/beat groupings, and timbre elements. MU.1.3.3

- a Form/Structure: Aurally identify phrase, AB. MU.1.3.3.A
  - b Meter/Beat Groupings: Identify and demonstrate steady beat, in different meters/beat groupings. MU.1.3.3.B
  - c Timbre: Aurally identify pitched/non-pitched instruments. MU.1.3.3.C
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## Response to Music MU.1.4

### 1 Describe and/or demonstrate how ideas or moods are communicated through music. MU.1.4.1

- a Describe specific elements of music that impact thoughts or emotions. MU.1.4.1.A
  - b Communicate understanding of music ideas or moods through of variety of mediums (e.g., movement, drawing, storytelling). MU.1.4.1.B
  - c Apply musical concepts to describe personal preferences or reactions to music. MU.1.4.1.C
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### 2 Identify, discuss, and respond to music created for specific purposes. MU.1.4.2

- a Describe how ideas or moods are communicated through music written for specific purposes (such as holiday, march, lullaby). MU.1.4.2.A
- b Describe specific elements of music that impact thoughts or emotions. MU.1.4.2.B
- c Create developmentally appropriate responses to music from various genres, periods, and styles (rhythm, melody, form). MU.1.4.2.C