

# Grade 1 Music

**Strand 1:** Artistic Foundations  
**Standard 1:** Demonstrate knowledge of the foundations of the art area.

**Benchmarks:**

The student will:

1. Identify and/or demonstrate knowledge of the elements of music including melody, rhythm, harmony, dynamics, tone color, texture, and form

1  
Melody

- High/low
- Higher/lower
- Same/different pitch
- Simple tone matching (1-3 pitches)
- Expressive speech/singing
- **Sing/play SM, LSM**
- **Aural foundation for SMD, LSMD, Pentatonic, diatonic**

2  
Rhythm

- Sound/no sound
- Beat/no beat
- Long/short sound
- Same/ different duration
- 1 or 2 sounds to a beat
- Beat/words
- Strong beat
- Fast/slow
- Getting faster/ getting slower
- Aural foundation for 2/4, 6/8
- **quarter note/ rest, eighth notes**
- Walk, Jog, Gallop, Skip, Swing, Patsch
- **Same/different rhythm patterns**
- **Accented beat**
- **Mvmt w/tempo**

3  
Harmony

- One pitch/ many pitches
- Sing/chant accompanied by pitched instruments

4  
Dynamics

- Loud/ soft
- Getting softer/ getting louder
- **Forte/piano**

5  
Tone Color

- Different instruments make different sounds
- Different voices make different sounds
- Speaking/ singing
- Non-pitched instruments: woods, metals, drums, shakers, scrapers
- Pitched instruments: Metallophones, xylophones, glockenspiels

6  
Texture

- One sound/ many sounds
- Voice only/ instrument only/ both
- Instruments used for story or poem sound effects

7  
Form

- Beginning, middle, end
- Same/ different melody
- Call/ response
- Echo
- Repeat
- **Introduction**
- **Phrase**
- **Same/different phrases: AA vs AB**
- **Question/answer**

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**Music**

**Strand 1:** Artistic Foundations

**Standard 2:** Demonstrate knowledge and use of the technical skills of the art form integrating technology when applicable.

**Benchmarks:**

The student will:

1. Demonstrate the ability to read and notate music
2. Demonstrate proper tone production and articulation while singing and/or playing a classroom instrument

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Read and Notate

- Beat icons
- Rhythm icons
- Pitch icons
- Melodic contour lines
- **Quarter note/rest**
- **Paired eighth notes**
- **SM, LSM**

9

Pedagogy  
(Tone Production, Articulation,  
And Intonation)

- Model breathing, diction, support, expression
- Sing aloud/ sing inside your head
- Pat beat/ clap word rhythms
- Move on strong beat
- Bi-lateral/alternate patschen
- Clapping
- Stepping
- **Simple folk dances**
- **Mirroring, imitation, pantomime**
- Mallet skills: identify head, stem, handle; head plays, stem doesn't click on bars, tremolo, glissando
- **High, middle, low**
- **Scale**
- Play steady beat with both hands, with one hand
- Play on word cues (star light, star bright)
- **Rhythmic/melodic ostinati**
- Self space/ classroom space
- Sing/ shout (call)/ whisper/ speak
- **Posture**
- **Register (speak in upper/middle/lower register)**
- **Sustain pitch**
- **Tuneful singing**

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Technology  
Resources

- Spotlight on Music Series
- Supplementary books, sheet music, DVDs, videos, recorded music, etc.
- I-tunes
- Garage Band
- Finale
- Smart Music
- Smartboard

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**Strand I:** Artistic Foundations  
**Standard 3:** Demonstrate understanding of the personal, social, cultural, and historical contexts that influence the art areas including the contributions of the Minnesota Indian tribes and communities.

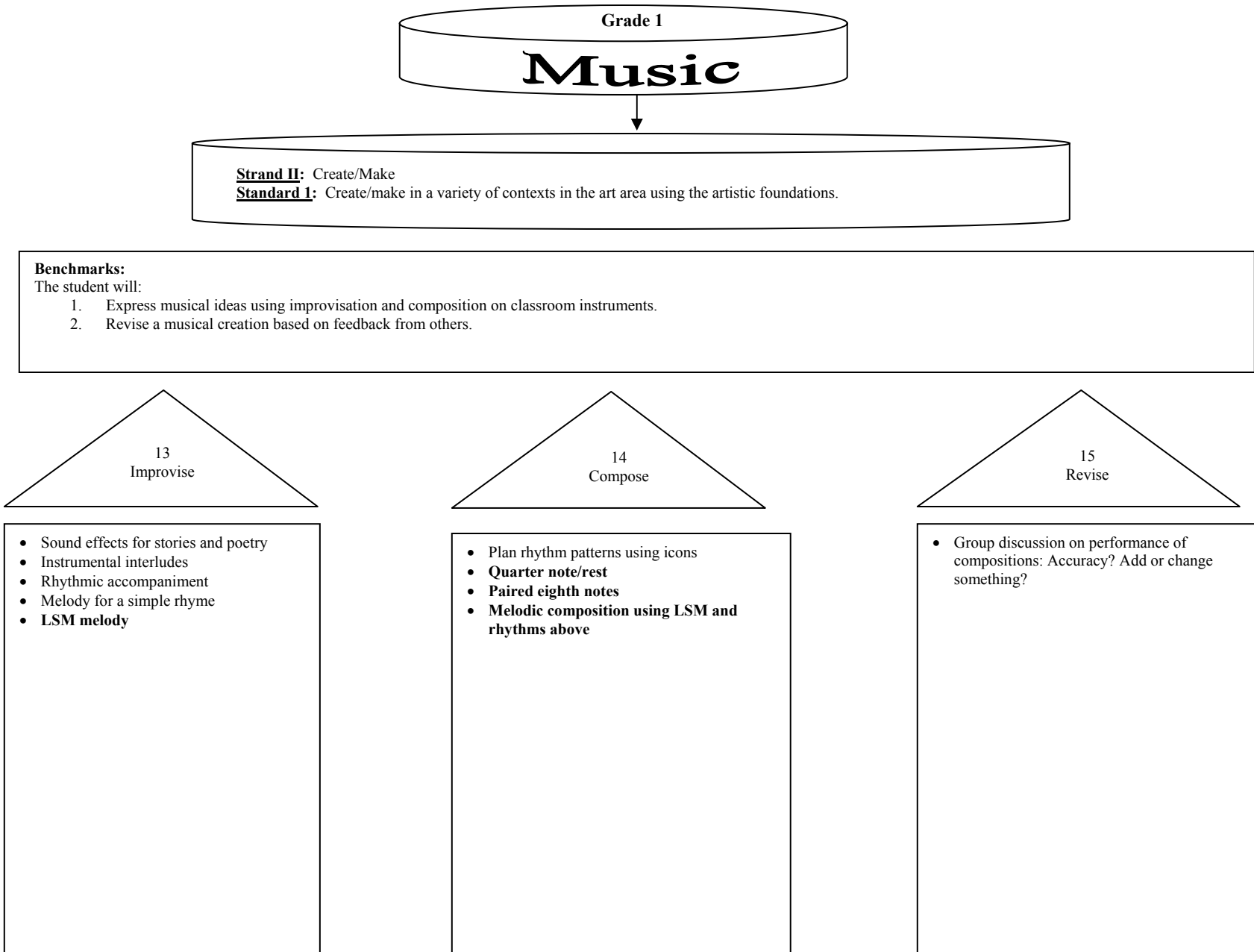
**Benchmarks:**  
The student will:  
1. Describe the characteristics of music from a variety of cultures and historical times, including the contributions of the Minnesota Indian tribes and communities.  
2. Describe the similarities and differences among the arts areas and among disciplines outside the arts areas such as mathematics, science, and history.

11  
Cultural and  
Historical Contexts

- Music in everyday life
- Celebration music
- Music from diverse cultures
- Explore similarities and differences between pieces from different cultures
- Stay current with classroom curriculum: Thanksgiving, MLK, patriotic, etc.

12  
Arts Connections

- Poetry
- Dance
- Visual Arts
- Drama



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**Strand III:** Perform/Present  
**Standard 1:** Perform/Present in a variety of contexts in the art area using the artistic foundations.

**Benchmarks:**  
The student will:  
1. Sing and play a varied repertoire that includes simple rhythms and melodies.  
2. Revise performance based on feedback of others.

16  
Repertoire

- “Spotlight on Music” Series

17  
Rehearsal and  
Performance Feedback

- Music programs
- Audience etiquette: sit still, be quiet, clap
- Solo performer etiquette: announce selection, bow, smile
- Group etiquette: when to watch conductor, when to smile at audience

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**Strand IV:** Respond/Critique  
**Standard 1:** Respond to and critique a variety of creations or performances using the artistic foundations.

**Benchmarks:**  
The student will:  
1. Describe the characteristics of a variety of musical works and performances.

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Listening

- Selections from "Spotlight on Music" Series