



Diocese of Greensburg Curriculum

Music Grade 1

Unit	Standards	Content	Skills
<p>Rhythm</p>	<p>NCCAS: Music NCCAS: Grade 1</p> <hr/> <p>Performing Analyze Anchor Standard 4: Select, analyze, and interpret artistic work for presentation.</p> <p>MU:Pr4.2.1 a With limited guidance, demonstrate knowledge of music concepts (such as beat and melodic contour) in music from a variety of cultures selected for performance.</p> <p>MU:Pr4.2.1 b When analyzing selected music, read and perform rhythmic patterns using iconic or standard notation.</p> <p>Interpret Anchor Standard 4: Select, analyze, and interpret artistic work for presentation.</p> <p>MU:Pr4.3.1 a Demonstrate and describe music’s expressive qualities (such as dynamics and tempo).</p> <p>State Education Agency Directors of Arts Education. (2014). National Core Arts Standards. Dover, DE: State Education Agency Directors of Arts Education.</p>	<ul style="list-style-type: none"> • Steady beat (Fast/Slow) • Long/short sounds • Beat Patterns • Bar line, Measure, Unpitched Symbols • Quarter note, quarter rest, eighth note 	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Duplicate and generate a steady beat • Differentiate between long and short sounds • Perform beat patterns in groups of 2s (1, 2, 1, 2...) and 3s (1, 2, 3, 1, 2, 3...) • Echo rhythms as an ensemble and individually • Visually identify: <ul style="list-style-type: none"> ○ bar line ○ measure ○ unpitched symbols • Visually and aurally identify, demonstrate, and notate: <ul style="list-style-type: none"> ○ quarter note ○ eighth note ○ quarter rest
<p>Melody</p>	<p>NCCAS: Music NCCAS: Grade 1</p> <hr/> <p>Performing Analyze Anchor Standard 4: Select, analyze, and interpret artistic work for presentation.</p>	<ul style="list-style-type: none"> • High/low sounds • Pitch 	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Differentiate between high and low sounds. • Sing matching pitch individually and as a group.

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	<p>MU:Pr4.2.1 a With limited guidance, demonstrate knowledge of music concepts (such as beat and melodic contour) in music from a variety of cultures selected for performance.</p> <p>MU:Pr4.2.1 b When analyzing selected music, read and perform rhythmic patterns using iconic or standard notation.</p> <p>Interpret Anchor Standard 4: Select, analyze, and interpret artistic work for presentation.</p> <p>MU:Pr4.3.1 a Demonstrate and describe music’s expressive qualities (such as dynamics and tempo).</p> <p>State Education Agency Directors of Arts Education. (2014). National Core Arts Standards. Dover, DE: State Education Agency Directors of Arts Education.</p>		<ul style="list-style-type: none"> • Visually identify, perform, and notate melodic patterns individually and in a variety of groups: <ul style="list-style-type: none"> ○ SO MI LA ○ DO RE
<p>Expression</p>	<p>NCCAS: Music NCCAS: Grade 1</p> <hr/> <p>Creating Present Anchor Standard 3: Refine and complete artistic work.</p> <p>MU:Cr3.2.1 a With limited guidance, convey expressive intent for a specific purpose by presenting a final version of personal musical ideas to peers or informal audience.</p> <p>Performing Interpret Anchor Standard 4: Select, analyze, and interpret artistic work for presentation.</p>	<ul style="list-style-type: none"> • Loud/soft sounds • Fast/slow sounds • Cues 	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Identify and demonstrate musical contrasts <ul style="list-style-type: none"> ○ loud/soft ○ fast/slow • Respond to a conductor • Perform in an ensemble and individually

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	<p>MU:Pr4.3.1 a Demonstrate and describe music's expressive qualities (such as dynamics and tempo).</p> <p>Rehearse, Evaluate and Refine Anchor Standard 5: Develop and refine artistic techniques and work for presentation.</p> <p>MU:Pr5.1.1 a With limited guidance, apply personal, teacher, and peer feedback to refine performances.</p> <p>Present Anchor Standard 6: Convey meaning through the presentation of artistic work.</p> <p>MU:Pr6.1.1 a With limited guidance, perform music for a specific purpose with expression.</p> <p>State Education Agency Directors of Arts Education. (2014). National Core Arts Standards. Dover, DE: State Education Agency Directors of Arts Education.</p>		
<p>Timbre</p>	<p>NCCAS: Music NCCAS: Grade 1</p> <hr/> <p>Performing Interpret Anchor Standard 4: Select, analyze, and interpret artistic work for presentation.</p> <p>MU:Pr4.3.1 a Demonstrate and describe music's expressive qualities (such as dynamics and tempo).</p> <p>Rehearse, Evaluate and Refine Anchor Standard 5: Develop and refine artistic techniques and work for presentation.</p> <p>MU:Pr5.1.1 a With limited guidance, apply personal, teacher, and peer feedback to refine performances.</p>	<ul style="list-style-type: none"> • Different uses of the voice • Classroom instruments • Environmental sounds 	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Differentiate between and use different voices: sing, speak, whisper, shout • Play and explore various classroom instruments • Recognize sounds produced from environmental sounds, vocal projection, and musical instruments • Explore and distinguish sounds produced by the body and rhythm instruments

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	<p>MU:Pr5.1.1 b With limited guidance, use suggested strategies in rehearsal to address interpretive challenges of music.</p> <p>Present Anchor Standard 6: Convey meaning through the presentation of artistic work.</p> <p>MU:Pr6.1.1 a With limited guidance, perform music for a specific purpose with expression.</p> <p>MU:Pr6.1.1 b Perform appropriately for the audience and purpose .</p> <p>Responding Analyze Anchor Standard 7: Perceive and analyze artistic work</p> <p>MU:Re7.2.1 a With limited guidance, demonstrate and identify how specific music concepts (such as beat or pitch) are used in various styles of music for a purpose .</p> <p>State Education Agency Directors of Arts Education. (2014). National Core Arts Standards. Dover, DE: State Education Agency Directors of Arts Education.</p>		
<p>Form</p>	<p>NCCAS: Music NCCAS: Grade 1</p> <hr/> <p>Performing Analyze Anchor Standard 4: Select, analyze, and interpret artistic work for presentation.</p> <p>MU:Pr4.2.1 a With limited guidance, demonstrate knowledge of music concepts (such as beat and melodic contour) in music from a variety of cultures selected for performance.</p>	<ul style="list-style-type: none"> • Echo songs • Phrases • AB form • Same/different musical phrases 	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Sing echo songs • Identify musical phrases that are the same and different • Experience songs in AB form • Aurally identify and demonstrate songs in AB form

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	<p>State Education Agency Directors of Arts Education. (2014). National Core Arts Standards. Dover, DE: State Education Agency Directors of Arts Education.</p>		
<p>History/Liturgy</p>	<p>NCCAS: Music NCCAS: Grade 1</p> <hr/> <p>Connecting Anchor Standard 11: Synthesize and relate knowledge and personal experiences to make art.</p> <p>MU:Cn11.1.1a Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.</p> <p>State Education Agency Directors of Arts Education. (2014). National Core Arts Standards. Dover, DE: State Education Agency Directors of Arts Education.</p>	<ul style="list-style-type: none"> • Music from diverse cultures and historical periods • Catholic liturgical and traditional music • Audience and performance etiquette 	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Experience music from diverse cultures and historical periods • Sing a repertoire of Catholic liturgical and traditional music • Practice audience and performance etiquette

