

Music in First Grade

Concepts and Skills Introduced in Quarter 1

- Respond to specific, teacher-selected musical characteristics in a song or instrumental piece.
- Identify the similarities and differences between two performances of a familiar song.
- Create sounds or movement freely with props, instruments, and/or found sounds in response to various music styles and/or elements.
- Describe how he or she likes to participate in music.
- Demonstrate appropriate manners and teamwork necessary for success in a music classroom.
- Perform simple songs, dances, and musical games from a variety of cultures.
- Explore the use of instruments and vocal sounds to replace or enhance specified words or phrases in children's songs, choral readings of poems and stories, and/or chants.
- Respond to contrasts in music as a foundation for understanding structure.
- Sing simple songs in a group, using head voice and maintaining pitch.
- Match simple aural rhythm patterns in duple meter with written patterns.
- Explain the consequences of not following rules/practices when making healthy and safe decisions.
- Identify safety rules and procedures for teacher-selected physical activities.

Concepts and Skills Introduced Quarter 2

- Differentiate between music performed by one singer and music performed by a group of singers.
- Identify patterns of a simple, four-measure song or speech piece.
- Respond to changes in tempo and/or dynamics within musical examples.
- Create short melodic and rhythmic patterns based on teacher-established guidelines.
- Play three- to five-note melodies and/or accompaniments on classroom instruments.
- Identify the critical elements of locomotor skills.

Concepts and Skills Introduced Quarter 3

- Respond to music from various sound sources to show awareness of differences in musical ideas.
- Classify instruments into pitched and unpitched percussion families.
- Explain the work of a composer.
- Improvise a four-beat response to a musical question sung or played by someone else.
- Show visual representation of simple melodic patterns performed by the teacher or a peer.
- Demonstrate acuity in transferring given rhythmic patterns from the aural to the kinesthetic.

Quarter 4

- Previous concepts and skills are incorporated while providing enrichment opportunities.