

Olathe Public Schools

Elementary General Music Standards at a Glance – Grade 1

Standard 1: Creating — Conceiving and developing new artistic ideas and work.

Process Components	Grade 1 Performance Standards	Learning Targets
Imagine – Generate musical ideas for various purposes and contexts.	Cr.1.1 With guidance , experience and generate musical concepts including steady beat and contrasting musical expressive elements.	<ul style="list-style-type: none"> Improvises personal instrumental accompaniments to enhance songs, stories, and/or poems. Improvises simple rhythmic/melodic variations and/or embellishments on a given melody using pentatonic or major keys. Use singing, speaking, whisper, and shouting voices discriminately. Respond with appropriate movement to contrasting elements in music such as high and low sounds.
Plan and Make – Select and develop musical ideas for defined purposes and contexts.	<p>Cr.2.1.a With limited guidance, use iconic and/or standard notation and/or technology to document and organize personal musical ideas.</p> <p>Cr.2.1.b With limited guidance, demonstrate and discuss personal reasons for selecting musical ideas that represent expressive intent.</p>	<ul style="list-style-type: none"> Select stylistic symbols (i.e. dynamics, tempo, and articulation) to convey expressive intent of a composition. Using traditional and nontraditional sound sources and electronic music, create melodic patterns or phrases of two pitches using iconic and/or standard notation. Create a two note chordal accompaniment on a steady beat. Differentiate between same and different musical phrases. Identify and select appropriate sound sources to enhance a given text. Read and notate grade level rhythms in 4/4 meter.
Evaluate and Refine – Evaluate and refine selected musical ideas to create musical work that meets appropriate criteria.	Cr.3.1 With guidance, discuss and apply personal, peer, and teacher feedback to refine personal musical ideas.	<ul style="list-style-type: none"> Explain, using appropriate music terminology, their personal preferences for quality musical works. Evaluate a musical performance or creation using teacher-generated criteria.
Present – Share creative musical work that conveys intent, demonstrates craftsmanship, and exhibits originality.	Cr.4.1 With limited guidance , convey expressive intent for a specific purpose by presenting a final version of personal musical ideas to others.	<ul style="list-style-type: none"> Perform a revised personal musical creation. Perform melodic patterns of two pitches. Perform a two note chordal accompaniment on a steady beat.

Standard 2: Performing — Realizing artistic ideas and work through interpretation and presentation.

Process Components	Grade 1 Performance Standards	Learning Targets
Select — Select varied musical work to present based on interest, knowledge, technical skill, and context.	Pr.1.1 With limited guidance, demonstrate and discuss personal interest in, knowledge about, and purpose of varied musical selections.	<ul style="list-style-type: none"> Identify and describe the purpose of music as it is experienced in daily life.
Analyze — Analyze the structure and context of varied musical works and their implication for performance.	<p>Pr.2.1.a With limited guidance read and perform rhythmic patterns using iconic or standard notation in selected music.</p> <p>Pr.2.1.b With limited guidance, demonstrate knowledge of music concepts in music from a variety of cultures selected for performance.</p>	<ul style="list-style-type: none"> Identify and describe the various musical elements used within musical works from various cultures and historical eras. Identify musical patterns to determine the form of a selected work. Differentiate between same/different musical phrases, as well as steady beat/rhythm. Read and perform rhythmic and melodic patterns of at least two pitches to identify potential musical challenges.

Process Components	Grade 1 Performance Standards	Learning Targets
		<ul style="list-style-type: none"> Read and identify by name or function, symbols for rhythm, pitch, articulation, dynamics, tempo, and form. Perform a two note chordal accompaniment and grade level rhythms in 4/4 meter on a steady beat.
Interpret — Develop personal interpretations that consider creators' intent.	Pr.3.1 Demonstrate <i>and describe</i> music's expressive qualities.	<ul style="list-style-type: none"> Identify expressive qualities found in selected musical works. Explain how expressive qualities found in selected musical works can be used to convey the composer's intent. Respond with appropriate movement to contrasting expressive qualities in music. Echo short rhythmic or melodic phrases imitating the teachers' use of expression vocally or with instruments.
Rehearse, Evaluate, and Refine — Evaluate and refine personal and ensemble performances, individually or in collaboration with others.	Pr.4.1 With <i>limited</i> guidance, <i>apply feedback to improve the expressive qualities of music.</i>	<ul style="list-style-type: none"> Through rehearsal, apply feedback to refine the individual and/or group performance. Evaluate a musical performance using teacher-generated criteria.
Present — Perform expressively, with appropriate interpretation and technical accuracy, and in a manner appropriate to the audience and context.	<p>Pr.5.1.a With limited guidance, perform music with expression appropriately for the audience.</p> <p>Pr.5.1.b Demonstrate <i>performance decorum and audience etiquette.</i></p>	<ul style="list-style-type: none"> Perform using developmentally appropriate voice, instrument, or movement from various genres and cultures. Perform with a steady beat and accurate rhythm in simple meters. Perform developmentally appropriate songs using expressive qualities to communicate an interpretation of a given song. Demonstrate developmentally appropriate performance decorum and audience etiquette.

Standard 3: Responding — Understanding and evaluating how the arts convey meaning.

Process Components	Grade 1 Performance Standards	Learning Targets
Select — Choose music appropriate for a specific purpose or context.	Re.1.1 With <i>limited</i> guidance, <i>demonstrate and identify how personal interests and experiences influence musical selection for specific purposes.</i>	<ul style="list-style-type: none"> Identify and describe the purpose of music as it is experienced in daily life. Identify preferred music selections for various purposes.
Analyze — Analyze how the structure and context of varied musical works inform the response.	Re.2.1 With <i>limited</i> guidance, <i>demonstrate and identify how beat and pitch are used in various styles of music.</i>	<ul style="list-style-type: none"> Use appropriate musical vocabulary when identifying musical concepts. Differentiate and accurately respond to high and low sounds as well as same and different musical phrases. Identify basic classroom instruments by sight and sound. Differentiate between children's, adult male and adult female vocal timbres.
Interpret — Support interpretations of musical works that reflect creators'/performers' expressive intent.	Re.3.1 With <i>limited</i> guidance, demonstrate <i>and identify</i> expressive qualities that reflect creators'/performers' expressive intent.	<ul style="list-style-type: none"> Compare contrasting musical works by identifying how the musical elements are used to create different musical effects.
Evaluate — Support evaluations of musical works and performances based on analysis, interpretation, and established criteria.	Re.4.1 With <i>limited</i> guidance, apply personal and expressive preferences in the evaluation of music <i>for specific purposes.</i>	<ul style="list-style-type: none"> Identify preferred music selections for various purposes. Evaluate a musical performance using personal preference.