### Elementary General Music Standards at a Glance – Grade 1

<table>
<thead>
<tr>
<th>Process Components</th>
<th>Grade 1 Performance Standards</th>
<th>Learning Targets</th>
</tr>
</thead>
</table>
| **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. | • 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. | Cr.2.1.a With **limited** guidance, use iconic and/or standard notation and/or technology to **document and organize** personal musical ideas.  
Cr.2.1.b With **limited** guidance, demonstrate and discuss **personal reasons for selecting musical ideas that represent expressive intent.** | • 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 | • 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 | • Perform a revised personal musical creation.  
• Perform melodic patterns of two pitches.  
• Perform a two note chordal accompaniment on a steady beat. |

| **Performing** – Realizing artistic ideas and work through interpretation and presentation | Pr.1.1 With **limited guidance**, demonstrate **and discuss** personal interest in, **knowledge about, and purpose of** varied musical selections. | • Identify and describe the purpose of music as it is experienced in daily life. |

| **Select:** Select varied musical work to present based on interest, knowledge, technical skill, and context. | Pr.2.1.a With **limited guidance** read and perform rhythmic patterns using iconic or standard notation in selected music.  
Pr.2.1.b With **limited guidance**, demonstrate knowledge of music concepts in music from a variety of cultures selected for performance | • 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.  
• 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. |

| **Analyze** – Analyze the structure and context of varied musical works and their implication for performance | Pr.3.1 Demonstrate and describe music’s expressive qualities. | • 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. |
| Rehearse, Evaluate, and Refine – Evaluate and refine personal and ensemble performances, individually or in collaboration with others. | Pr.4.1 With **limited** guidance, apply feedback to improve the expressive qualities of music. | • 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.  
• Through rehearsal, apply feedback to refine the individual and/or group performance.  
• Evaluate a musical performance using teacher generated criteria. |
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| Present – Perform expressively, with appropriate interpretation and technical accuracy, and in a manner appropriate to the audience and context. | Pr.5.1.a With limited guidance, perform music with expression appropriately for the audience.  
Pr.5.1.b Demonstrate **performance decorum and audience etiquette.** | • 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. |

**Responding – Understanding and evaluating how the arts convey meaning.**

| Select: Choose music appropriate for a specific purpose or context. | Re.1.1 With **limited** guidance, demonstrate and identify how personal interests and experiences influence musical selection for specific purposes. | • Identify and describe the purpose of music as it is experienced in daily life.  
• Identify preferred music selections for various purposes. |
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| Analyze: Analyze how the structure and context of varied musical works inform the response | Re.2.1 With **limited** guidance, demonstrate and identify how beat and pitch are used in various styles of music. | • 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 **limited** guidance, demonstrate and identify expressive qualities that reflect creators’/performers’ expressive intent. | • 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 **limited** guidance, apply personal and expressive preferences in the evaluation of music for specific purposes. | • Identify preferred music selections for various purposes.  
• Evaluate a musical performance using personal preference. |