

General Music - 1st grade State Standards	Prior Knowledge/New Learning to meet each standard							
<b>Artistic Process - Creating</b>								
<b>Anchor Standard #1 - Generate and conceptualize artistic ideas and work</b>								
<b>MU.CR.1.1a</b>								
a. With appropriate guidance, improvise musical ideas (e.g. beat, meter, and rhythm).	<ol style="list-style-type: none"> <li>1. Learn/Review keeping a steady beat</li> <li>2. Attempt finding the beat without teacher assistance</li> <li>3. Keep a steady beat as a group without music</li> <li>4. Draw music shapes with the beat (curved line, triangle, square)</li> <li>5. Explain which beat fits the song best</li> <li>6. Find the rhythm shape of a song on their own</li> <li>7. Improvise a rhythm patter over a steady beat</li> </ol>							
<b>MU.CR.1.1b</b>								
b. With appropriate guidance, generate musical ideas in multiple tonalities (e.g. major, minor, modal, and pentatonic) and meters (e.g. duple, triple, simple, and compound).	<ol style="list-style-type: none"> <li>1. Learn basic rhythm notes and rests ( 2 eighths, quarter, half, dotted half, whole)</li> <li>2. Play major (happy) and minor (sad) chords on a steady beat or rhythm, then write their own using rhythm notes and happy/sad faces</li> <li>3. Play a rhythm using the pentatonic scale. Create a rhythm with the pentatonic scale using numbers or color for pitch</li> <li>4. Write a short piece of music in each meter, using a guided worksheet</li> </ol>							
<b>Anchor Standard #2 - Organize and develop artistic ideas and work</b>								
<b>MU.CR.2.1a</b>								
a. With appropriate guidance, demonstrate and discuss personal reasons for selecting musical ideas (e.g. expressive intent).	<ol style="list-style-type: none"> <li>1. Ask students to explain why they chose a specific pitch or rhythm. Rephrase answers and help students draw conclusions.</li> </ol>							
<b>MU.CR.2.1b</b>								

b. With appropriate guidance use notation to document and organize personal or collective musical ideas.	1. Write rhythms using standard notation 2. Use color for the pitches (major, minor, or penatonic scales)
<b>Anchor Standard #3 - Refine and complete artistic work</b>	
<b>MU.CR.3.1a</b>	
a. With appropriate guidance, discuss and apply personal, peer, and teacher feedback to refine personal musical ideas.	1. Have students perform their piece for a small group 2. Student makes at least 2 changes. Other kids in group each suggest 1 change each. 3. Teacher suggests 2-3 changes 4. Student makes at least 2 suggested changes.
<b>MU.CR.3.1b</b>	
b. With appropriate guidance, present a final version of personal or collective musical ideas to peers or informal audience.	1. Student takes revised copy and creates a final draft. 2. Student performs final piece for the class OR small group.
<b>Artistic Process - Performing</b>	
<b>Anchor Standard #4 - Select, analyze, and interpret artistic work for performance</b>	
<b>MU.PR.4.1a</b>	
a. With appropriate guidance, demonstrate and state personal interest in varied musical selections (e.g. knowledge, purpose).	1. Have students explain if they liked/disliked a piece of music. Then explain why they feel that way or what caused that response. 2. Have students write their response in a sentence.
<b>MU.PR.4.1b</b>	
b. With appropriate guidance, demonstrate knowledge of musical concepts in music from a variety of cultures selected for performance (e.g. beat and melodic contour).	1. Have students keep a steady beat with school concert song 2. Have students follow the melody with their finger as they sing a piece they know to see how the notes move up/down as the pitch does.
<b>MU.PR.4.1c</b>	
c. With appropriate guidance, read and perform rhythmic and melodic patterns using notation (e.g. traditional notation).	1. Use real music to learn concert songs. 2. Identify known rhythm notes 3. Identify melodic direction and look for patterns.
<b>MU.PR.4.1d</b>	

d. Explore and describe musical concepts (e.g. voice quality, movement, dynamics, tempo, and melodic contour).	1. Discuss what makes a good vocal sound and what does not 2. Talk about how movement makes music more interest 3. Talk about how the melody going high or low can effect performance of the music 4. Talk about how dynamics and tempo change the piece being performed
<b>Anchor Standard #5 - Develop and refine artistic work for presentation</b>	
<b>MU.PR.5.1a</b>	
a. With appropriate guidance, apply personal, teacher, and peer feedback to refine performance.	1. During rehearsals give students elements to improv on. 2. Have students decide what might be done to improve a section that does not go well 3. Practice changes until students are doing them accurately
<b>MU.PR.5.1a</b>	
b. With appropriate guidance, use suggested strategies in rehearsal to address interpretive challenges of music.	1. Talk about how the style of a song can change how it is performed. 2. Adjust note style, dynamics, and voice/playing style accordingly.
<b>Anchor Standard #6 - Convey meaning through the presentation of artistic work</b>	
<b>MU.PR.6.1a</b>	
a. With appropriate guidance, perform music with expression (e.g. dynamics).	1. Discuss piano and forte. Label and identify symbols in music 2. Perform a song with dynamics
<b>MU.PR.6.1b</b>	
b. Perform appropriately for the audience and occasion.	1. Perform a variety of pieces for the school concert and in class.
<b>Artistic Process - Responding</b>	
<b>Anchor Standard #7 - Perceive and analyze artistic work</b>	
<b>MU.RE.7.1a</b>	
a. With appropriate guidance, list personal musical interests.	1. Play 2-3 pieces of music and have students choos ea favorite in whole and small groups 2. Have students write a sentence about their favorite song.

<b>MU.RE.7.1b</b>								
b. With appropriate guidance, demonstrate musical concepts in various styles of music (e.g. beat and pitch).	<ol style="list-style-type: none"> <li>1. Keep a steady beat with a wide variety of pieces</li> <li>2. Use hands to show changes in pitch (moving up and down as the melody does)</li> </ol>							
<b>Anchor Standard #8 - Interpret intent and meaning in artistic work</b>								
<b>MU.RE.8.1</b>								
a. With appropriate guidance, identify expressive attributes that reflect creators'/performers' expressive intent (e.g. dynamics).	<ol style="list-style-type: none"> <li>1. Identify how dynamic changes make a song happy, sad, serious, etc.</li> <li>2. Have students explain how dynamic change helps create the mood.</li> </ol>							
<b>Anchor Standard #9 - Apply criteria to evaluate artistic work</b>								
<b>MU.RE.9.1</b>								
a. With appropriate guidance, apply teacher-provided criteria to evaluate musical works and performances.	<ol style="list-style-type: none"> <li>1. Have students talk about the dynamics in a piece and if they made it sound better.</li> <li>2. Have students talk about the mood is, how the song communicates that, and if it does it effectively</li> <li>3. Have students talk about if they like the piece or not.</li> </ol>							
<b>Artistic Process - Connecting</b>								
<b>Anchor Standard #10 - Synthesize and relate knowledge and personal experiences to make art</b>								
<b>MU.CN.10.1a</b>								
a. With appropriate guidance, express personal preferences in music.	<ol style="list-style-type: none"> <li>1. Have students explain if they like a song or not and why</li> <li>2. Have students write a sentence giving their opinion of a piece and why they like/don't like it.</li> </ol>							
<b>MU.CN.10.1b</b>								
b. With appropriate guidance, explore various uses of music in daily experiences (e.g. songs of celebration, game songs, marches, T.V., movie, and video game sound tracks, dance music, and work songs).	<ol style="list-style-type: none"> <li>1. Discuss music uses for pieces covered in class.</li> <li>2. Play a game attempted to identify the use of a piece of music.</li> <li>3. Discuss how music adds to these experiences.</li> </ol>							
<b>Anchor Standard #11 - Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding</b>								
<b>MU.CN.11.1a</b>								

<p>a. With appropriate guidance, explore relationships between musics and other content areas (e.g. dance, visual art, dramatic arts, literature, science, math, social studies, and language arts).</p>	<p><b>Dance</b> - 1. Movement with music. 2. Discuss how music and dance tell a story together (ballet, musicals)</p> <p><b>Visual Art</b>- 1. Have students examine art that is connected with music and discuss how they fit together 2. Create art based on the mood/story of a piece of music</p> <p><b>Dramatic art</b>- 1. Discuss how the music in musicals help tell the emotion of the story</p> <p><b>Literature</b>- 1. Look at song lyrics as poetry</p> <p><b>Science</b>- 1. Discuss sound as vibration</p> <p><b>Social Studies</b>- 1. Discuss the history around music students listen to or perform</p> <p><b>Language Arts</b>- 1. Write about music preferences in sentences. 2. Discuss how language is used with music to communicate opinions and ideas.</p>								
<p><b>MU.CN.11.1b</b></p>	<table border="1"> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </table>								
<p>b. With appropriate guidance, explore how context (e.g. social, cultural, and historical) can inform a performance.</p>	<p>1. Talk about the history, culture, and social connections to music performed or heard in class and how that effects the performance (language, style, story).</p>								