

Music

First Grade

In first grade, students' listening skills are more refined, as is their ability to be expressive through singing. Fine motor skills are becoming more developed, and through active learning experiences, their cognitive skills increase.

In the music classroom, first-grade students continue to develop skills in speaking, singing, listening, playing instruments, and in creating movement. Students learn to identify dynamic markings, clap rhythm patterns, and begin to recognize the difference between a note and a rest. Basic music reading abilities, such as identifying quarter notes and rests and determining melodic direction on a staff, are also addressed during this grade. First-grade students are able to sing pitches within the range of D below the staff to third space C.

The classroom environment in Grade 1 is one of active participation and exploration by students. Therefore, music educators of first-grade students should incorporate a variety of instructional strategies that allow students to learn by “doing.”

Produce

Students will:

1. Sing songs from various cultures and countries within an age-appropriate vocal range, using clear vocal tones.
 - Singing short melodic passages that indicate upward and downward movement in a melody
Example: singing “Hot Cross Buns”
 - Singing expressively using appropriate dynamics and tempo
Examples: *piano* (*p*), *forte* (*f*)
 - Matching pitch
 - Distinguishing between accompanied and unaccompanied songs
2. Improvise four-beat melodies using “mi,” “re,” and “do.”
3. Demonstrate rhythm patterns by reading quarter notes, quarter rests, paired eighth notes, and half notes, including playing them on various rhythm instruments.
 - Clapping repeated rhythm patterns in familiar songs
 - Performing accompaniments on pitched or nonpitched percussion instruments using a steady beat
 - Improvising a response to a simple rhythmic pattern

Respond

4. Demonstrate vocal responses to conductor cues for loud and soft.
5. Identify by sight and sound the difference between a note and a rest.
6. Identify musical phrases in a song presented aurally.
Example: “Twinkle, Twinkle, Little Star”
7. Use creative movement to express the mood of musical selections.
Examples: skipping happily, tiptoeing when scared
8. Identify duple meter as strong-weak beat organization.
9. Identify AB form in a musical selection.
10. Identify long and short musical sounds.
11. Identify the title of a familiar song from listening to the melody.

Understand

12. Distinguish between low and high sounds produced by voices or instruments.
Examples: low pitch—kettle drum, man’s voice;
high pitch—triangle, woman’s voice
13. Identify the seven letters of the musical alphabet.
14. Describe how vibrations produce musical sounds.