Music – Grade 1
(1.1) Perception. The student describes and analyzes musical sound and demonstrates musical and theatrical artistry.
(A) Recognize sounds of several common instruments
(B) Identify common instruments used during Mass
(C) Use music and liturgical terminology to identify individual and group singing in class and during liturgies
(D) Identify different uses of voice; distinguish between adult and child
(E) Relate sensory and emotional responses to music and theatre
(F) Develop body awareness and spatial perceptions, using rhythmic and expressive movement
(F) identify high/low, loud/soft, fast/slow, same/different in music
(G) Identify repetition and contrast in music examples
(1.2) The student performs a varied repertoire of music.
(A) Demonstrate safe use of voice and movement
(B) Sing a variety of simple songs
(C) Sing Mass responses and common prayers from memory
(D)sing and/or play simple classroom instruments individually and in groups
(E) Recognize use of singing, instruments and movement as it relates to liturgical celebrations; class; and daily life.
(F) sing, play instruments, move, or verbalize to demonstrate awareness of music and changes in their usage in class, daily life, and worship
(F) Create or recreate stories, feelings, or experiences through music and dramatic representations
(G) improvise simple accompaniment to songs and stories
(1.3) Creative expression/performance. The student reads, writes music notation; creates and arranges music within specified guidelines
(A) Identify simple theory symbols and music notation
(B) read simple examples of music notation
(C) write simple examples of music notation using a system (letters, numbers, syllables)
(E) read and write music that incorporates basic rhythmic patterns in simple meters including melody, ostinato, accompaniment
(F) Identify music symbols and terms referring to dynamics, tempo, and articulation and interpret them appropriately when performing
(1.4) Historical/cultural heritage. The student relates music to history, to society, and to culture.
(A) Sing songs and play musical and dramatic games from different cultures
(B) Recognize simple relationships between music and other subjects
(1.5) Response/evaluation. The student responds to and evaluates music and musical performance.
(A) Cooperate with others in musical and dramatic play
(B) play instruments, move to steady beat
(C) sing, play instruments, move in formal and informal performance settings
(D) Begin to practice appropriate audience behavior during live performances.
(E) Recognize use of music, creative movement, and visual components in dramatic play and worship settings