

National Standards for Music Education

Level 1

Grade 1 Activities

First Grade Music Activities which support the National Standards for Music Education

The nine national content standards* are:

1. Singing, alone and with others, a varied repertoire of music
2. Performing on instruments, alone and with others, a varied repertoire of music
3. Improvising melodies, variations, and accompaniments
4. Composing and arranging music within specified guidelines
5. Reading and notating music
6. Listening to, analyzing, and describing music
7. Evaluating music and music performances
8. Understanding relationships between music, the other arts, and disciplines outside the arts
9. Understanding music in relation to history and culture

Note: The achievement standards for each content standard may be found in the document *National Standards for Arts Education* by the MENC organization.

*From *National Standards for Art Education*, published by Music Educators National Conference (MENC). Copyright © 1994 by MENC. Used by permission. The complete National Arts Standards and additional materials relating to the standards are available from MENC - The National Association for Music Education, 1806 Robert Fulton Drive, Reston, VA 20190 (800-336-3768) (www.menc.org).

Content Standard 1: Singing, alone and with others, a varied repertoire of music

- ◆ 1st grade activities may include singing:
 - a. ◆ songs with 2 or 3 notes, using **mi so la** for pitch accuracy and correct vocal production
 - a. ◆ songs with bitonic, tritonic, tetratonic, and pentatonic scales for pitch accuracy and correct vocal production
 - a. ◆ game songs to reinforce pitch accuracy through repetition
 - a. ◆ simple songs that offer independent solo opportunities
 - b. ◆ expressively, simple composed and folk songs from different genres and diverse cultures using appropriate dynamics, phrasing, and interpretation
 - c. ◆ from memory simple composed and folk songs from different genres and diverse cultures
 - d. ◆ echo songs to reinforce pitch accuracy and correct vocal production
 - e. ◆ in groups, familiar songs on pitch and in rhythm with proper posture, while listening for appropriate timbre, vocal blend, diction, dynamics, phrasing and steady tempo in response to the cues of the teacher

(The letter preceding an activity refers to the appropriate achievement standard in the national standards.)

Content Standard 2: Performing on instruments, alone and with others, a varied repertoire of music

- ◆ 1st grade activities may include playing appropriate rhythmic (drums, sticks, wood blocks, etc.), melodic (resonator bells, Orff instruments, piano, etc.), and harmonic (strumming the autoharp, dulcimer, guitar, etc.) classroom instruments:
 - a. ◆ to simple folk songs and composed pieces representing diverse genres and styles demonstrating accurate pitch, rhythm, and the concept of steady beat in simple and compound meters, with appropriate dynamics and timbre.
 - b. ◆ independently and in groups, to songs using known rhythms



 - b. ◆ to songs with 2 note melodies using **mi so**
 - c. ◆ expressively, while performing a varied repertoire of music
 - d. ◆ in echo response, to short rhythmic patterns using known rhythms



 - d. ◆ in echo response, to short melodic patterns of 2 notes using **mi so**
 - e. ◆ in groups with fast, moderate, and slow steady beat tempos, blending timbres, matching dynamics, and responding to the cues of the teacher
 - f. ◆ demonstrating ostinati patterns while others perform a separate part

(The letter preceding an activity refers to the appropriate achievement standard in the national standards.)

Content Standard 3: Improvising melodies, variations, and accompaniments

♦ 1st grade activities may include improvising:

- a. ♦ short “answers” in response to given “questions” using melody/rhythm instruments, syllables, or words demonstrating an understanding of rhythms using $\frac{2}{4}$ ♩ ♪ ♫ ♮
 $\frac{6}{8}$ ♩ ♪ ♫ ♮. ♪♪ and pitches **mi so**
- b. ♦ simple rhythmic and melodic ostinato accompaniments using grade appropriate rhythms - $\frac{2}{4}$ ♩ ♪ ♫ ♮ $\frac{6}{8}$ ♩ ♪ ♫ ♮. ♪♪ pitches - **mi so** and pentatonic tones
- c. ♦ simple rhythmic variations and melodic embellishments by altering a portion of a known song using grade appropriate rhythmic and melodic concepts
- d. ♦ a short song or instrumental piece using body percussion or any combination of known sound sources available in the classroom

(The letter preceding an activity refers to the appropriate achievement standard in the national standards.)

Content Standard 4: Composing and arranging music within specified guidelines

♦ 1st grade activities may include teacher guided group composing:

- a. ♦ and arranging music to accompany nursery rhymes, poems, stories and dramatizations using a variety of sound sources represented in a pictorial format
- b. ♦ or individual composing using tactile materials such as plastic/cardboard notes, popsicle sticks, or notating in writing, short instrumental pieces for rhythm instruments using grade appropriate rhythm concepts - $\frac{2}{4}$ ♩ ♪♪ ♫♪ ♫
- ♩ ♪ ♪♪ ♫♪ ♫. ♪♪
- b. ♦ and arranging short songs and instrumental pieces using grade appropriate melodic concepts - **mi so**
- c. ♦ and arranging using a variety of sound sources, such as rhythm instruments, resonator bells, Orff instruments and piano

(The letter preceding an activity refers to the appropriate achievement standard in the national standards.)

Content Standard 5: Reading and notating music

♦ 1st grade activities may include:

- a. ♦ reading songs and patterns using syllables and counting in:
 $\frac{2}{4}$ meter using notes and rests  and
 $\frac{6}{8}$ meter using notes and rests 
- b. ♦ reading songs and patterns using the syllables **mi so**
- c. ♦ identifying terms such as: higher/lower/same, phrase, same/different, question/answer, treble clef, staff, spaces/lines, skip/step, bar line, double bar line
- c. ♦ identifying symbols such as: 
 $\frac{2}{4}$  $\frac{6}{8}$ 
- d. ♦ notating from copying and dictation, songs and patterns in the treble clef using grade appropriate standard notation and symbols for meter, rhythm, and pitch

(The letter preceding an activity refers to the appropriate achievement standard in the national standards.)

Content Standard 6: Listening to, analyzing, and describing music♦ 1st grade activities may include:

- a. ♦ identifying phrases and sections that are the same/different from reading grade appropriate songs and from listening to music.
- a. ♦ identifying simple forms such as: call/response, cumulative songs
- b. ♦ perceiving aural examples of music by moving, answering questions about, and describing various styles from diverse cultures
- c. ♦ using terminology to explain music, such as: beat, melody, rhythm, phrase, dynamics, loud/medium/soft, tempo, fast/moderate/slow, same/different, higher/lower/same, question/answer
- c. ♦ using traditional terminology and syllables to explain notation, such as:
 - $\frac{2}{4}$ meter using notes and rests ♩ ♪♪ ♫ ♫ ♪
 - $\frac{6}{8}$ meter using notes and rests ♩. ♪♪♪ ♫♪ ♫. ♪♪♪

and **mi so** pitches
- c. ♦ using terminology to identify musical instruments, voices, and musical performances
- d. ♦ identifying sounds of the flute, french horn, violin, timpani, classroom instruments; such as, triangle, maracas, tambourine, jingle bells, finger cymbals, etc., male, female, and children's voices
- e. ♦ responding through physical movement to music demonstrating musical characteristics such as:
 - beat - march / sway
 - melody - high / middle / low and mi so
 - rhythm - body percussion representing notation
 - tempo - fast / moderate / slow
 - dynamics - loud / medium / soft

(The letter preceding an activity refers to the appropriate achievement standard in the national standards.)

Content Standard 7: Evaluating music and music performances♦ 1st grade activities may include:

- a. ♦ determining what factors are important for a good composition using grade appropriate terminology and known concepts (e.g., Was the piece liked or disliked by the listener? Was the piece easy to play? Were musical elements such as beat, rhythm, melody, instruments, dynamics present?)
- a. ♦ determining what factors are important for a good performance using grade appropriate terminology and known concepts (e.g., Did the performers: sing, speak, whisper or yell the music, make the music pleasant to listen to, watch the conductor, stay together as a group, perform using loud and soft, perform with a steady beat, have appropriate concert behavior?)
- a. ♦ evaluating their own performances both informally during classroom activities and formally by viewing their performance on video offering suggestions for improvement
- a. ♦ using appropriate music terminology such as: marching beat, swaying beat, tempo, fast/moderate/slow, high/middle/low, higher/lower/same, melody, phrase, loud/medium/soft, familiar instrument names, same/different, and question/answer, when expressing a personal preference for a musical work or style
- b. ♦ choosing from a given criteria a personal response for how a musical work or style evokes an emotional effect, such as - happy, sad, surprised, upset, thoughtful, relaxed

(The letter preceding an activity refers to the appropriate achievement standard in the national standards.)

Content Standard 8: Understanding relationships between music, the other arts, and disciplines outside the arts

♦ 1st grade activities may include:

- a. ♦ demonstrating the relationship of music and dance by physically showing the similarity in terms such as: high/middle/low, slow/fast, beat, same/different, repeat, etc.
- b. ♦ dramatic play or choreographed movements to emphasize features in the music
- b. ♦ relating language arts to music by:
 - ♦ analyzing how words or syllables relate to the rhythm of a song
 - ♦ understanding the concepts of print as it relates to music (e.g., left-right, symbol to sound, print containing meaning)
 - ♦ telling a story through a song
 - ♦ singing and responding to songs which aid in building an understanding of themselves, others, and the world
 - ♦ listening and responding to music by participating in discussions
 - ♦ using effective oral language when singing a song
 - ♦ using movement, gestures, and expressions appropriately
- b. ♦ relating math to music by:
 - ♦ speaking or singing repeating patterns using syllables or counting with whole numbers
 - ♦ recognizing geometric figures symbolizing musical form
 - ♦ understanding fractional parts such as whole, half, and thirds in relation to one long sound for a whole beat, two short sounds for each half of a beat, and three short sounds for each third of a beat
 - ♦ understanding equivalences of notes and rests
(e.g., $\frac{2}{4}$ 1 beat = ♩ = ♪♪ = ♮ $\frac{6}{8}$ 1 beat = ♩ = ♪♪♪ = ♮ .)
- b. ♦ relating science to music:
 - ♦ by understanding how vibrating objects produce sound
 - ♦ understanding that energy is necessary to produce good diction and sound quality

- b.** ♦ relating social studies to music by:
- ♦ singing songs relating to the four seasons
 - ♦ understanding that people of various cultures have songs for various traditions, customs, leisure, and work
 - ♦ singing songs referring to the common needs of people
 - ♦ singing/hearing music from different places on a map or globe
 - ♦ singing songs or hearing music by people from different groups (e.g., families, friends, musical groups)
 - ♦ understanding that music reflects the needs, wants, and feelings of people
 - ♦ understanding practice means improvement
 - ♦ understanding music is learned by participating in different musical activities
 - ♦ singing songs that reflect the work people do
 - ♦ understanding the basic duties of good citizenship, knowing and following rules, and respecting others during musical activities

(The letter preceding an activity refers to the appropriate achievement standard in the national standards.)

Content Standard 9: Understanding music in relation to history and culture

♦ 1st grade activities may include:

- a. ♦ relating music to history and culture by:
 - ♦ singing/hearing songs by different ethnic groups which contribute to the cultural diversity of the United States (e.g., Native Americans, Asian Americans, African Americans, Hispanic Americans)
 - ♦ singing songs written to honor people and events during commemorative holidays
 - ♦ engaging in musical activities that historically relate to events and people of other times and places
 - ♦ singing songs of historical figures in the United States (e.g., George Washington, Abraham Lincoln, Dr. Martin Luther King, Davy Crockett, etc.)
- b. ♦ listening to and describing music from various cultures in the world using grade appropriate music terminology
- c. ♦ discussing how music is present in daily life experiences and the characteristics that make it suitable
- d. ♦ discussing the conductor's role in the symphony orchestra
- e. ♦ discussing and demonstrating appropriate audience behavior when listening to an individual perform or school performance

(The letter preceding an activity refers to the appropriate achievement standard in the national standards.)