



JC Schools 1st Grade Music Yearly Standards

Strand	Priority Standards	Supporting Standards
Strand 1 Rhythm	MU: Pr4B.1b b When analyzing selected music, read and perform rhythmic patterns using iconic or standard notation.	MU: Re7B.1a a With limited guidance, demonstrate and identify how specific music concepts (such as beat or pitch) are used in various styles of music for a purpose . MU: Pr4B.1a a With limited guidance, demonstrate knowledge of music concepts (such as beat and melodic contour) in music from a variety of cultures selected for performance.
Strand 2 Melody	MU: Re7B.1a a With limited guidance, demonstrate and identify how specific music concepts (such as beat or pitch) are used in various styles of music for a purpose .	MU: Pr4B.1a a With limited guidance, demonstrate knowledge of music concepts (such as beat and melodic contour) in music from a variety of cultures selected for performance.
Strand 3 Timbre/Tone Color	MU: Re7B.1a a With limited guidance, demonstrate and identify how specific music concepts (such as beat or pitch) are used in various styles of music for a purpose .	MU: Pr4B.1a a With limited guidance, demonstrate knowledge of music concepts (such as beat and melodic contour) in music from a variety of cultures selected for performance.
Strand 4	MU: Pr4A.1a	MU: Re7A.1a

Musical Styles/Genres	<p>a With limited guidance, demonstrate and discuss personal interest in, knowledge about, and purpose of varied musical selections.</p>	<p>a With limited guidance, identify and demonstrate how personal interests and experiences influence musical selection for specific purposes.</p> <p>MU: Cn11A.1a Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.</p> <p>MU: Re9A.1a a With limited guidance, apply personal and expressive preferences in the evaluation of music for specific purposes.</p> <p>MU: Pr4B.1a a With limited guidance, demonstrate knowledge of music concepts (such as beat and melodic contour) in music from a variety of cultures selected for performance.</p>
<p>Strand 5</p> <p>Artistic Elements</p>	<p>MU: Pr4C.1a a Demonstrate and describe music's expressive qualities (such as dynamics and tempo).</p>	<p>MU: Re8A.1a a With limited guidance, demonstrate and identify expressive qualities (such as dynamics and tempo) that reflect creators'/ performers' expressive intent.</p> <p>MU: Re7B.1a a With limited guidance, demonstrate and identify how specific music concepts (such as beat or pitch) are used in various styles of music for a purpose .</p> <p>MU: Cr2A.1a a With limited guidance, demonstrate and discuss personal reasons for selecting musical ideas that represent expressive intent.</p>

<p>Strand 6</p> <p>Perform</p>	<p>MU: Pr6A.1b b Perform appropriately for the audience and purpose .</p>	<p>MU: Pr5A.1b b With limited guidance, use suggested strategies in rehearsal to address interpretive challenges of music.</p> <p>MU: Pr5A.1a a With limited guidance, apply personal, teacher, and peer feedback to refine performances.</p> <p>MU: Cn10A.1a a. Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.</p> <p>MU: Pr6A.1a a With limited guidance, perform music for a specific purpose with expression.</p> <p>MU: Pr4B.1a a With limited guidance, demonstrate knowledge of music concepts (such as beat and melodic contour) in music from a variety of cultures selected for performance.</p>
<p>Strand 7</p> <p>Compose</p>	<p>MU: Cr2A.1b b With limited guidance, use iconic or standard notation and/or recording technology to document and organize personal musical ideas.</p>	<p>MU: Cr1A.1a a With limited guidance, create musical ideas (such as answering a musical question) for a specific purpose.</p> <p>MU: Cr1A.1b b With limited guidance, generate musical ideas in multiple tonalities (such as major and minor) and meters (such as duple and triple).</p> <p>MU: Cr2A.1a</p>

		<p>a With limited guidance, demonstrate and discuss personal reasons for selecting musical ideas that represent expressive intent.</p> <p>MU: Cr3A.1a a With limited guidance, discuss and apply personal, peer and teacher feedback to refine personal musical ideas.</p> <p>MU: Cr3B.1a a. With limited guidance, convey expressive intent for a specific purpose by presenting a final version of personal musical ideas to peers or informal audience.</p>
<p>Strand 8</p> <p>Dance</p>	<p>DA:Pr5A.1.b Move safely in general space through a range of activities and group formations while maintaining personal space.</p> <p>DA:Re7A.1.a Find a movement that repeats in a dance to make a pattern.</p>	<p>DA:Pr4A.1.b Relate quick, moderate and slow movements to duration in time. Recognize steady beat and move to varying tempi of steady beat.</p> <p>DA:Cn11A.a Watch and/or perform a dance from a different culture and discuss or demonstrate the types of movement danced.</p>