



Music Standards

GRADE: 1

| Big Idea: CRITICAL THINKING AND REFLECTION | |
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| Enduring Understanding 1: Cognition and reflection are required to appreciate, interpret, and create with artistic intent. | |
| BENCHMARK CODE | BENCHMARK |
| MU.1.C.1.1 | Respond to specific, teacher-selected musical characteristics in a song or instrumental piece. |
| | Related Access Point(s) |
| | MU.1.C.1.In.a Recognize teacher-selected musical characteristics in a song or instrumental piece. |
| | MU.1.C.1.Pa.a Explore sounds from various sound sources. |
| | MU.1.C.1.Su.a Attend to teacher-selected musical characteristics in a song or instrumental piece. |
| MU.1.C.1.2 | Respond to music from various sound sources to show awareness of differences in musical ideas. |
| MU.1.C.1.3 | Classify instruments into pitched and unpitched percussion families. |
| | Related Access Point(s) |
| | MU.1.C.1.In.b Distinguish between pitched and unpitched classroom instruments. |
| | MU.1.C.1.Su.b Recognize differences in pitch. |
| MU.1.C.1.4 | Differentiate between music performed by one singer and music performed by a group of singers. |
| | Related Access Point(s) |
| | MU.1.C.1.Pa.a Explore sounds from various sound sources. |
| | MU.1.C.1.Su.a Attend to teacher-selected musical characteristics in a song or instrumental piece. |
| | MU.1.C.1.In.c Distinguish between instrumental music and vocal music. |

| Enduring Understanding 2: Assessing our own and others'™ artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth. | |
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| BENCHMARK CODE | BENCHMARK |
| MU.1.C.2.1 | Identify the similarities and differences between two performances of a familiar song. |
| | Related Access Point(s) |
| | MU.1.C.2.In.a Recognize similarities and/or differences between two performances of a familiar song. |

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| | MU.1.C.2.Pa.a Explore a variety of familiar songs. |
| | MU.1.C.2.Su.a Explore different performances of familiar songs. |

Enduring Understanding 3: The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.

| BENCHMARK CODE | BENCHMARK |
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| MU.1.C.3.1 | Share different thoughts or feelings people have about selected pieces of music. |
| | Related Access Point(s) |
| | MU.1.C.3.In.a Express an opinion about selected pieces of music. |
| | MU.1.C.3.Pa.a Explore a variety of music. |
| | MU.1.C.3.Su.a Select preferred musical examples. |

Big Idea: SKILLS, TECHNIQUES, AND PROCESSES

Enduring Understanding 1: The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.

| BENCHMARK CODE | BENCHMARK |
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| MU.1.S.1.1 | Improvise a four-beat response to a musical question sung or played by someone else. |
| | Related Access Point(s) |
| | MU.1.S.1.In.a Imitate simple vocal or instrumental musical patterns or songs. |
| | MU.1.S.1.Pa.a Explore simple vocal or instrumental patterns or songs. |
| | MU.1.S.1.Su.a Respond to simple vocal or instrumental patterns or songs. |
| MU.1.S.1.2 | Create short melodic and rhythmic patterns based on teacher-established guidelines. |
| | Related Access Point(s) |
| | MU.1.S.1.In.a Imitate simple vocal or instrumental musical patterns or songs. |
| | MU.1.S.1.Pa.a Explore simple vocal or instrumental patterns or songs. |
| | MU.1.S.1.Su.a Respond to simple vocal or instrumental patterns or songs. |

Enduring Understanding 2: Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.

| BENCHMARK CODE | BENCHMARK |
|----------------|---|
| MU.1.S.2.1 | Sing or play songs, which may include changes in verses or repeats, from memory. |
| | Related Access Point(s) |
| | MU.1.S.2.In.a Sing or play songs from a model, including changes in verses or repeats. |
| | MU.1.S.2.Pa.a Explore familiar songs. |
| | MU.1.S.2.Su.a Respond to familiar songs. |

Enduring Understanding 3: Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.

| BENCHMARK CODE | BENCHMARK |
|----------------|---|
| MU.1.S.3.1 | Sing simple songs in a group, using head voice and maintaining pitch. |
| | Related Access Point(s) |
| | MU.1.S.3.In.a Sing or play songs from memory. |
| | MU.1.S.3.Pa.a Respond to familiar songs. MU.1.S.3.Su.a Sing or play songs from a model. |
| MU.1.S.3.2 | Play three- to five-note melodies and/or accompaniments on classroom instruments. |
| | Related Access Point(s) |
| | MU.1.S.3.In.b Imitate simple vocal or instrumental patterns and/or accompaniments on classroom instruments. |
| | MU.1.S.3.Pa.b Explore simple vocal or instrumental patterns and/or accompaniments. MU.1.S.3.Su.b Respond to simple vocal or instrumental patterns and/or accompaniments. |
| MU.1.S.3.3 | Sing simple la-sol-mi patterns at sight. |
| | Related Access Point(s) |
| | MU.1.S.3.In.c Imitate traditional or non-traditional representations of simple melodic patterns performed by the teacher or a peer. |
| | MU.1.S.3.Pa.c Explore traditional or non-traditional representations of simple melodic patterns performed by the teacher or a peer. MU.1.S.3.Su.c Respond to traditional or non-traditional representations of simple melodic patterns performed by the teacher or a peer. |
| MU.1.S.3.4 | Match simple aural rhythm patterns in duple meter with written patterns. |
| | Related Access Point(s) |
| | MU.1.S.3.In.b Imitate simple vocal or instrumental patterns and/or accompaniments on classroom instruments. |
| | MU.1.S.3.Pa.b Explore simple vocal or instrumental patterns and/or accompaniments. MU.1.S.3.Su.b Respond to simple vocal or instrumental patterns and/or accompaniments. |
| MU.1.S.3.5 | Show visual representation of simple melodic patterns performed by the teacher or a peer. |
| | Related Access Point(s) |
| | MU.1.S.3.In.c Imitate traditional or non-traditional representations of simple melodic patterns performed by the teacher or a peer. |
| | MU.1.S.3.Pa.c Explore traditional or non-traditional representations of simple melodic patterns performed by the teacher or a peer. MU.1.S.3.Su.c Respond to traditional or non-traditional representations of simple melodic patterns performed by the teacher or a peer. |

Big Idea: ORGANIZATIONAL STRUCTURE

Enduring Understanding 1: Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.

| BENCHMARK CODE | BENCHMARK |
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| MU.1.O.1.1 | Respond to contrasts in music as a foundation for understanding structure. |
| | Related Access Point(s) |
| | MU.1.O.1.In.a Recognize contrasts in music as a foundation for understanding structure. |
| | MU.1.O.1.Pa.a Explore a variety of music. |
| | MU.1.O.1.Su.a Recognize a contrast in music as a foundation for understanding structure. |
| MU.1.O.1.2 | Identify patterns of a simple, four-measure song or speech piece. |
| | Related Access Point(s) |
| | MU.1.O.1.Pa.a Explore a variety of music. |
| | MU.1.O.1.Su.b Demonstrate awareness of beat or rhythm. |
| | MU.1.O.1.In.b Imitate patterns of a simple, four-measure song or speech piece. |

Enduring Understanding 3: Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.

| BENCHMARK CODE | BENCHMARK |
|----------------|---|
| MU.1.O.3.1 | Respond to changes in tempo and/or dynamics within musical examples. |
| | Related Access Point(s) |
| | MU.1.O.3.In.a Demonstrate awareness of changes in tempo and/or dynamics within musical examples. |
| | MU.1.O.3.Pa.a Explore a variety of music. |
| | MU.1.O.3.Su.a Respond to a variety of music. |

Big Idea: HISTORICAL AND GLOBAL CONNECTIONS

Enduring Understanding 1: Through study in the arts, we learn about and honor others and the worlds in which they live(d).

| BENCHMARK CODE | BENCHMARK |
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| MU.1.H.1.1 | Perform simple songs, dances, and musical games from a variety of cultures. |
| | Related Access Point(s) |
| | MU.1.H.1.In.a Respond to simple songs, dances, and musical games from a variety of cultures. |
| | MU.1.H.1.Pa.a Attend to simple songs, dances, and musical games from a variety of cultures. |
| | MU.1.H.1.Su.a Explore simple songs, dances, and musical games from a variety of cultures. |
| MU.1.H.1.2 | Explain the work of a composer. |
| | Related Access Point(s) |
| | MU.1.H.1.In.a Respond to simple songs, dances, and musical games from a variety of cultures. |
| | MU.1.H.1.Pa.a Attend to simple songs, dances, and musical games from a variety of cultures. |

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| | MU.1.H.1.Su.a Explore simple songs, dances, and musical games from a variety of cultures. |
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Enduring Understanding 2: The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.

| BENCHMARK CODE | BENCHMARK |
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| MU.1.H.2.1 | Identify and perform folk music used to remember and honor America and its cultural heritage. |
| | Related Access Point(s) |
| | MU.1.H.2.In.a Respond to folk music used to remember and honor America and its cultural heritage. |
| | MU.1.H.2.Pa.a Attend to folk music used to remember and honor America and its cultural heritage. |
| | MU.1.H.2.Su.a Explore folk music used to remember and honor America and its cultural heritage. |

Enduring Understanding 3: Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.

| BENCHMARK CODE | BENCHMARK |
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| MU.1.H.3.1 | Explore the use of instruments and vocal sounds to replace or enhance specified words or phrases in children's songs, choral readings of poems and stories, and/or chants. |
| | Related Access Point(s) |
| | MU.1.H.3.In.a Recognize the use of instruments and vocal sounds to enhance specified words or phrases in children's songs, choral readings of poems and stories, and/or chants. |
| | MU.1.H.3.Pa.a Attend to the use of instruments and vocal sounds. |
| | MU.1.H.3.Su.a Explore the use of instruments and vocal sounds to enhance specified words or phrases. |

Big Idea: INNOVATION, TECHNOLOGY, AND THE FUTURE

Enduring Understanding 1: Creating, interpreting, and responding in the arts stimulate the imagination and encourage innovation and creative risk-taking.

| BENCHMARK CODE | BENCHMARK |
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| MU.1.F.1.1 | Create sounds or movement freely with props, instruments, and/or found sounds in response to various music styles and/or elements. |
| | Related Access Point(s) |
| | MU.1.F.1.In.a Imitate a variety of sounds or movements using props, instruments, and/or found sounds. |
| | MU.1.F.1.Pa.a Attend to a variety of sounds or movements using props, instruments, and/or found sounds. |
| | MU.1.F.1.Su.a Explore a variety of sounds or movements using props, instruments, and/or found sounds. |

Enduring Understanding 2: Careers in and related to the arts significantly and positively impact local and global economies.

| BENCHMARK CODE | BENCHMARK |
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| MU.1.F.2.1 | Describe how he or she likes to participate in music. |
| | Related Access Point(s) |
| | MU.1.F.2.In.a |
| | Identify preferred ways to participate in music. |
| | MU.1.F.2.Pa.a |
| | Attend to a variety of ways of participating in music. |
| | MU.1.F.2.Su.a |
| | Explore a variety of ways to participate in music. |

Enduring Understanding 3: The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.

| BENCHMARK CODE | BENCHMARK |
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| MU.1.F.3.1 | Demonstrate appropriate manners and teamwork necessary for success in a music classroom. |
| | Related Access Point(s) |
| | MU.1.F.3.In.a |
| | Contribute to collaborative tasks related to music. |
| | MU.1.F.3.Pa.a |
| | Attend to tasks related to music. |
| | MU.1.F.3.Su.a |
| | Cooperate in classroom and play activities. |