

## Curriculum

<b>Content Area:</b>	<b>Classroom Music</b>	<b>Grade Level:</b>	<b>1</b>
<b>MLR Content Standard:</b>	<b>A. CREATIVE EXPRESSION. Students will create and/or perform to express ideas and feelings.</b>		
<b>MLR Performance Indicators</b>	<b>WSD Benchmarks</b> The student will	<b>Instruction Level*</b>	<b>Common Assessment</b>
<i>Instruction Levels: I = Introduced; R = Reinforced; E = Evaluated through a Documented Classroom Activity; D = District Common Assessment</i>			
A1	Sing longer melodies	R	
A1, A4	Perform songs with different tempi and dynamics	R	
A1, A4	Sing expressively with musical phrasing, articulation, tempo and dynamics	R	
A2	Respond to music through clapping and other types of movement	R	
A2	Sing in tune in an expanded vocal range	E	
A2, A13	Develop proper vocal technique and posture	R	
A2, A3	Begin to develop head voice	E	
A2, A5	Play a variety of percussion and Orff instruments	E	
A3	Begin to distinguish the sounds of different instruments	E	
A3	Hear and demonstrate the difference between playground/singing voice	R	
A3	Listen for duple and triple meter	R	
A3, A4	Distinguish fast/slow and long/short	E	

\*Codes indicate the highest instructional level of that grade level and may include an earlier level of instruction.

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A4	Follow the beat and dynamics of music, and respond to gradual changes through movement	R	
A4	Perform different tempi	R	
A4	Sing longer melodies	R	
A4	Understand high and low pitches	R	
A4	Use predictable rhythmic and tonal patterns, influenced by familiar music	R	
A5	Improvise sound stories vocally and instrumentally	R	
A5	Start to identify the following musical forms: AB, ABA, Rondo	E	
A6	Improvise ostinato patterns	R	
A6	Read and perform basic patterns of quarter, eighth and half note rhythms	E	
A6	Recognize notes around a line and in a space	E	
A7	Performs rhythm patterns in relation to a beat	E	
A7	Recognize and respond to melodic and chordal differences	R	

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A7	Recognize the difference between meter in two/three	R	
A9	Identify various uses of music in their daily experiences	R	
A12	Begin basic score reading	R	
A12	Recognize treble clef and names of some notes through solfege syllables or some notational system	E	
A12	Understand bar lines, measures, and double bar lines	E	
A13	Perform ostinato patterns to accompany music	R	
A14	Perform a steady beat on percussions instruments	E	
A15	Recognize basic ensemble practices: e.g. playing/singing together, starting/ending together, changes in dynamics, good diction	R	

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<b>MLR Content Standard:</b>	<b>B. CULTURAL HERITAGE.</b> Students will understand the cultural contributions (social, ethical, political, religious dimensions) of the arts, how the arts shape and are shaped by prevailing cultural and social beliefs and values, and recognize exemplary works from a variety of cultures and historical periods.		
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B4	Develop a repertoire of songs	R	

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<b>MLR Content Standard:</b>	<b>C. CRITICISM AND AESTHETICS.</b> Students will reflect upon and assess the characteristics and merits of art works.		
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C3	Identify how music is used for more formal experiences and functions	R	
C3	Attend a musical performance (live, film, or video)	E	

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