

Michigan Center School District

First Grade

General Music Curriculum



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Music Standards Framework¹

- I. Students will apply skills and knowledge to perform in the arts
 1. Sing, alone and with others, a varied repertoire of music
 2. Perform on instruments, alone and with others, a varied repertoire of music
 3. Read and notate music
- II. Students will apply skills and knowledge to create in the arts
 4. Improvise melodies, variations, and accompaniments
 5. Compose and arrange music within specific guidelines
- III. Students will analyze, describe, and evaluate works of art
 6. Listen to, analyze, and describe music
 7. Evaluate music and music performances
- IV. Students will understand, analyze, and describe the arts in their historical, social, and cultural contexts
 8. Understand music in relation to history and culture
- V. Students will recognize, analyze, and describe connections among the arts; between the arts and other disciplines; and between the arts and everyday life
 9. Understand relationships between music, the other arts, and disciplines outside the arts

¹Roman numerals represent the Michigan Department of Education Arts Education Content Standards, Benchmarks, and Grade Level Content Expectations {2011} while numbers represent the National Standards for Music Education {1994}.

²Red text denotes *power standards*. Notation throughout the *Developmental Benchmarks* section corresponds with the Michigan Department of Education Arts Education Content Standards, Benchmarks, and Grade Level Content Expectations document as follows:

Example: ART.M.I.K.4

M=Michigan Arts Education Content Standards, Benchmarks, and GLCE

1=Standard 1

K=Kindergarten

4=Benchmark 4

Developmental Benchmarks²

Students will apply skills and knowledge to perform in the arts

Sing, alone and with others, a varied repertoire of music

- ART.M.I.1.1 Sing with age-appropriate tone quality
- ART.M.I.1.1 Distinguish and describe the differences between steady beat and rhythm
- ART.M.I.1.1 Sing songs in major tonalities using a DO based system
- ART.M.I.1.1 Sing songs in minor tonalities using a LA based system
- ART.M.I.1.3 Sing expressively using phrasing and tempo changes
- ART.M.I.1.4** Collectively sing in rhythm, on pitch, in tempo, and with appropriate posture
- ART.M.I.1.5 Respond to conducting cues for expressive qualities
- ART.M.I.1.7 Accurately echo melodic patterns
- ART.M.I.1.7 Accurately echo rhythmic patterns
- ART.M.I.1.7** Audiate and produce the resting tone in various tonalities and keyalities
- ART.M.I.1.9 Sing songs in duple meter
- ART.M.I.1.9 Sing songs in triple meter
- ART.M.I.1.9** Utilize a syllable system for chanting rhythms in duple and triple meters

Duple Meter	Triple Meter
eighth notes	eighth notes
quarter notes	dotted quarter notes
half notes	dotted half notes

- ART.M.I.1.11 Perform various expressive elements

Perform on instruments, alone and with others, a varied repertoire of music

- ART.M.I.1.6 Create age-appropriate tone qualities on various classroom percussion
- ART.M.I.1.8** Collectively play basic rhythmic patterns on classroom instruments
- ART.M.I.1.8 Collectively sing and play tonic and dominant accompaniments to familiar songs

Read and notate music

ART.M.I.1.9 Use standard notation to read rhythms

Duple Meter	Triple Meter
eighth notes	eighth notes
quarter notes	dotted quarter notes
half notes	dotted half notes

ART.M.I.1.10 Use graphic and standard notation to identify space and line notes

ART.M.I.1.10 Use standard notation to read four or more pitches {DO, MI, SOL, LA & LA, DO, MI, FA}

Students will apply skills and knowledge to create in the arts

Improvise melodies, variations, and accompaniments

ART.M.II.1.2 Improvise stylistically-appropriate consequence phrases in response to melodic antecedent phrases

ART.M.II.1.2 Improvise four-beat rhythmic patterns in duple meter

ART.M.II.1.2 Improvise four-beat rhythmic patterns in triple meter

ART.M.II.1.2 Improvise dominant patterns in major tonality

ART.M.II.1.2 Improvise dominant patterns in minor tonality

Compose and arrange music within specific guidelines

ART.M.II.1.1 Create an accompaniment for a song or chant using pitched & non-pitched instruments

ART.M.II.1.3 Create vocal and rhythmic embellishments for a song or rhyme

ART.M.II.1.4 Create a song about community

ART.M.II.1.6 Create appropriate vocal, instrumental, and physical patterns to accompany music

Students will analyze, describe, and evaluate works of art

Listen to, analyze, and describe music

- ART.M.III.1.1 Recognize musical forms including call-and-response, solo and chorus, and ABA
- ART.M.III.1.2 Use graphic or standard notation to notate rhythmic and melodic patterns presented aurally
- ART.M.III.1.3 Use movement, drawing, and other means to respond to given criteria in aural examples
- ART.M.III.1.4 Identify and execute tempo changes: accelerando and ritardando
- ART.M.III.1.4 Aurally identify high verses low pitches & ascending verses descending melodic contour
- ART.M.III.1.4 Identify and execute various dynamics: piano, mezzo forte, and forte
- ART.M.III.1.5 Visually and aurally identify the instruments of the brass family

Evaluate music and music performances

- ART.M.III.1.6 Provide appropriate praise and constructive criticism when evaluating performances and compositions
- ART.M.III.1.7 Use appropriate music terminology to express personal opinions of musical examples

Students will understand, analyze, and describe the arts in their historical, social, and cultural contexts

Understand music in relation to history and culture

- ART.M.IV.1.1 Identify and describe notable characteristics of contrasting styles
- ART.M.IV.1.2 Identify and describe notable characteristics of world music
- ART.M.IV.1.3 Demonstrate appropriate audience etiquette for given performances

Students will recognize, analyze, and describe connections among the arts; between the arts and other disciplines; and between the arts and everyday life

Understand relationships between music, the arts, & disciplines outside the arts

- ART.M.V.1.1 Recognize and identify similarities and differences in vocabulary used in all arts
- ART.M.V.1.2 Connect musical concepts to grade-level concepts
- ART.M.V.1.3 Discuss the rationale for using music in daily experiences