

Diocese of Jefferson City Curriculum Guide

Content Area: General Music
 Grade Range: First Grade
 Section/Heading: 1A.1

Strand: Listening to Music

Diocesan Standard Terra Nova Objective	Benchmark Statement
Listening to Music	Respond to music aesthetically, intellectually, and emotionally.

**** When applicable, the coordinating national standard is noted in parenthesis after the performance indicator.

Performance Indicators		
1. Identify music forms when presented aurally using the descriptors same/different, call and response, echo, verse/refrain, or ABA form. (6a) 2. Demonstrate perceptual skills by moving, by answering questions about, and by describing aural examples of music of various styles representing diverse cultures. (6b) 3. Use proper terminology when explaining sounds, instruments, and voices including, but not limited to,, higher/lower, faster/slower, louder/softer, contour, solo/group, rhythm/rest and beat/no beat. (6c) 4. Identify sounds of instruments including, but not limited to, violin, guitar, piano, flute, clarinet, trumpet, trombone, and the percussion family instruments. (6d) 5. Demonstrate understanding of dynamics, tempo, steady beat, form and basic meters with appropriate movement including, but not limited to, tip-toeing, stomping, walking, marching, running, skipping, and dramatic play. (6e)		
Suggested Activities	Assessment	Resources

Diocese of Jefferson City Curriculum Guide

Content Area: General Music
 Grade Range: First Grade
 Section/Heading: 1B.1

Strand: Music Construction

Diocesan Standard Terra Nova Objective	Benchmark Statement
Music Construction	Perform, improvise and create vocal music alone and with others.

**** When applicable, the coordinating national standard is noted in parenthesis after the performance indicator.

Performance Indicators		
<ol style="list-style-type: none"> 1. Sing independently simple patterns, on pitch and in rhythm maintaining a steady tempo including, but not limited to, a sixth (do/so/mi/la, 1/3/5/6). (1a) 2. Sing with proper diction, posture and breath control. (1a) 3. Demonstrate the use of singing, speaking, whispering, and shouting voices in appropriate situations. (1a) 4. Sing expressively, with appropriate dynamics, phrasing, and interpretation. (1b) 5. Sing songs of a limited range from memory in a variety of styles. (1c) 6. Sing an ostinato to add harmony to songs. (1d) 7. Sing in groups, using appropriate vocal timbres, matching dynamic levels, and responding to the cues of a conductor. (1e) 8. Participate in mass music at an age appropriate level by singing familiar songs, reading songs of a basic vocabulary, and participating in responses. 		
Suggested Activities	Assessment	Resources

Diocese of Jefferson City Curriculum Guide

Content Area: General Music
 Grade Range: First Grade
 Section/Heading: 1B.2

Strand: Music Construction

Diocesan Standard Terra Nova Objective	Benchmark Statement
Music Construction	Perform, improvise and create instrumental music alone and with others.

**** When applicable, the coordinating national standard is noted in parenthesis after the performance indicator.

Performance Indicators		
1. Play simple rhythms including eighth notes and quarter notes and rests in 2/4, 3/4, or 4/4 meters with appropriate dynamics and maintaining a tempo. (2a) 2. Play a short rhythmic or melodic ostinato as accompaniment to a song. (2b) 3. Perform expressively a varied repertoire of music representing diverse genres and styles. (2c) 4. Echo rhythmic and melodic patterns of limited range and beats. (2d) 5. Play rhythm and melodic instruments with proper technique and responding to the cues of a conductor. (2e) 6. Improvise simple rhythmic and melodic ostinato accompaniments. (3b) 7. Create and arrange music to accompany readings or dramatizations. (4a) 8. Create musical sounds to accompany short songs or instrumental pieces. (4b) 9. Use a variety of sound sources to accompany songs. (4c) 10. Display proper care and use of music equipment and instruments.		
Suggested Activities	Assessment	Resources

Diocese of Jefferson City Curriculum Guide

Content Area: General Music
 Grade Range: First Grade
 Section/Heading: 1C.1

Strand: Music Performance

Diocesan Standard Terra Nova Objective	Benchmark Statement
Music Performance	Develop audience skills and an appreciation of performance.

**** When applicable, the coordinating national standard is noted in parenthesis after the performance indicator.

Performance Indicators		
1. Explain, using age appropriate music terminology, their personal preferences for specific musical works and styles. (7b) 2. Identify ways music relates to other school subjects. (8b) 3. Describe in simple terms how basic music elements are used in music of other cultures and historical periods including, but not limited to, higher/lower, faster/slower, louder/softer, contour, solo/group, rhythm/rest and steady beat/no beat. (9b) 4. Describe what makes certain music suitable for certain uses and music's use in everyday life. (9c) 5. Describe the roles of musicians in various settings including 1-3 major composers. (9d) 6. Use imagination and musical knowledge to guide quiet listening skills as appropriate audience behavior in a traditional concert situation. (9e)		
Suggested Activities	Assessment	Resources

Diocese of Jefferson City Curriculum Guide

Content Area: General Music
 Grade Range: First Grade
 Section/Heading: 1D.1

Strand: Music Performance

Diocesan Standard Terra Nova Objective	Benchmark Statement
Knowledge of Music	Understand musical elements in their written form.

**** When applicable, the coordinating national standard is noted in parenthesis after the performance indicator.

Performance Indicators		
<ol style="list-style-type: none"> 1. Read whole, half, dotted half, quarter, and eighth notes and rests in 2/4, 3/4, and 4/4 meter signatures. (5a) 2. Identify upward and downward contour in printed music. (5b) 3. Identify basic similarities between music and visual or theatre arts including, but not limited to, form, contour, cultures, and historical periods. (8a) 4. Identify ways in which the principles and subject matter of other disciplines taught in the school are interrelated with those of music. (8b) 5. Recognize the presence of strong and weak beats as meter. 		
Suggested Activities	Assessment	Resources