

## General Music First Grade

53.00200 Course Description: Enhances previous course through more in-depth exploration of creating, performing, and responding to music, while connecting the world of music to other areas of learning and personal endeavors.

### Creating

- ESGM1.CR.1 Improvise melodies, variations, and accompaniments.
  - a. Improvise simple body percussion patterns. b. Improvise using various sound sources (e.g. electronic sounds, found sounds, body percussion, classroom instruments).
- ESGM1.CR.2 Compose and arrange music within specified guidelines.
  - a. Create sound effects to accompany songs, poems, and stories.
  - b. Create simple rhythmic patterns (e.g. quarter notes, quarter rests, barred eighth notes).
  - c. Vary the text for familiar melodies, chants, and poems.
- ESGM1.CR.3 Share creative work. a. With limited guidance, share a final version of personal musical work.

### Performing

- ESGM1.PR.1 Sing a varied repertoire of music, alone and with others.
  - a. Sing accompanied and unaccompanied melodies in a limited range, using head voice.
  - b. Echo simple singing and speech patterns and perform call and response songs.
  - c. Sing multiple songs representing various genres, tonalities, meters, and cultures, including at least one song in a foreign language.
- ESGM1.PR.2 Perform a varied repertoire of music on instruments, alone and with others.
  - a. Echo simple rhythmic patterns with appropriate technique using body percussion and classroom instruments.
  - b. Perform steady beat and simple rhythmic patterns with appropriate technique using body percussion and classroom instruments.
- ESGM1.PR.3 Read and Notate music.
  - a. Read, notate, and identify quarter notes, quarter rests, and barred eighth notes using iconic or standard notation.
  - b. Read contour representations and simple melodic patterns within a reduced staff.

### Responding

- ESGM1.RE.1 Listen to, analyze, and describe music.
  - a. Distinguish between contrasts in music (e.g. pitch, duration, dynamics, tempo, timbre, form).
  - b. Describe music using appropriate vocabulary (e.g. high/low, upward/downward, loud/soft, fast/slow, long/short, same/different).
  - c. Identify classroom and folk instruments by sight and sound.
  - d. Aurally distinguish between different voices (e.g. men, women, children).
- ESGM1.RE.2 Evaluate music and music performances.

- a. Evaluate music (e.g. learned, student-composed, improvised) and musical performances, by self and others, when given specific criteria.
- b. Refine music and music performances by applying personal, peer, and teacher feedback.
- c. Explain personal preferences for specific musical works using appropriate vocabulary.
- ESGM1.RE.3 Move to a varied repertoire of music, alone and with others.
  - a. Respond to contrasts and events in music with locomotor movement (e.g. walk, run, hop, jump, gallop, skip) and non-locomotor movement (e.g. bend, twist, stretch, turn).
  - b. Perform choreographed and non-choreographed movements.

#### Connecting

- ESGM1.CN.1 Connect music to the other fine arts and disciplines outside the arts.
  - a. Describe connections between music and the other fine arts.
  - b. Describe connections between music and disciplines outside the fine arts.
- ESGM1.CN.2 Connect music to history and culture.
  - a. Perform and respond to music from various historical periods and cultures.
  - b. Describe how sounds and music are used in daily lives.
  - c. Demonstrate performance etiquette and appropriate audience behavior.