

Grade 1 Curricular Framework

Musical element	Application	Vocabulary
<p style="text-align: center;">Sing</p> <ul style="list-style-type: none"> •Vocal development •Melodic awareness •Create 	<ul style="list-style-type: none"> •demonstrate vocal variety: speak/sing/chant, loud/soft •sing alone and with others to develop vocal control •demonstrate melodic contour •identify melodic patterns using sol, mi, la, and do •identify melodic direction (moving higher/lower/same) •improvise question and answer phrases 	<ul style="list-style-type: none"> •la, do •phrase
<p style="text-align: center;">Play</p> <ul style="list-style-type: none"> •Technique •Rhythm •Melody •Harmony •Create 	<ul style="list-style-type: none"> •describe and demonstrate proper instrument technique and care: pitched and unpitched percussion •differentiate beat, rhythm, no beat •demonstrate strong and weak beats with a steady beat •play rhythmic patterns using quarter note/rest, and barred eighth notes alone and with others •play short melodic passages on barred instruments •perform accompaniment including bordun and ostinato •improvise question and answer phrases 	<ul style="list-style-type: none"> •mallet •rhythm •quarter note/rest, barred eighth notes •melody •bordun •ostinato

Grade 1 Curricular Framework

<p style="text-align: center;">Listen</p> <ul style="list-style-type: none"> •Form •Expressive Elements •Timbre •Respond 	<ul style="list-style-type: none"> •identify AB form, same/different •demonstrate appropriate expressive response (fast/slow, legato/staccato, loud/soft) •differentiate between unpitched metals, woods, drums •categorize percussion instruments as strike, shake, scrape •associate pitch with instrument size: xylophone •describe emotional response to music 	<ul style="list-style-type: none"> •AB •legato/staccato •percussion •soprano, alto, bass
<p style="text-align: center;">Read/Write</p> <ul style="list-style-type: none"> •Notation <ul style="list-style-type: none"> -melodic: iconic -rhythmic: traditional •Music symbols •Create 	<ul style="list-style-type: none"> •read from letter prompts (music alphabet) •describe melodic contour •recognize melodic patterns •recognize, read and write simple rhythmic patterns •form note head, stem, quarter rest, beam •identify music symbols: repeat sign •create to perform rhythm patterns using quarter note/ rest, and barred eighth notes 	<ul style="list-style-type: none"> •note head/ stem/ beam •repeat sign