







HPS Scope and Sequence  
 Elementary Music 1st Grade  
 Revised 05/2012

Standard or GLCE #	K-5 Music Standards	What this means... Student will...	Semester S1 - S2	# of Lessons	Music Vocabulary	Formative Assessment(s)
 <b>1st Grade Music</b> 						
<b>Content Standard 1: All students will apply skills and knowledge to perform in the arts</b>						
ART.M.I.EL.1	Sing and play independently with accurate rhythm, pitch, intonation, with appropriate timbre, technique, and tempo within various musical contexts.	I.1.1 Demonstrate uses of the voice, proper instrumental technique, steady beat, and melodic rhythm.	Y			Performance: Auditory Observations Concerts/Informances Visual Observations Formative: " I Can" Statements Group Discussions Summative: Rubrics Grading Systems Written Assessments
ART.M.I.EL.2	Sing from memory and play a varied repertoire of music representing genres and styles from diverse cultures.	I.1.2 Sing and play from memory songs representing several cultures.	Y			
ART.M.I.EL.3	Sing expressively with appropriate dynamics, phrasing, and interpretation.	I.1.3 Sing and play expressively with phrasing and interpretation.	Y			
ART.M.I.EL.4	Sing an ostinato.	I.1.4 Sing a melody in a small group.	S2	2		
ART.M.I.EL.5	Demonstrate ensemble techniques by blending timbre, matching dynamic levels, and responding to the cues of the conductor.	I.1.5 Follow cues of the conductor for expressive qualities.	S1	2		
ART.M.I.EL.6	Demonstrate technical skills on rhythmic, melodic, and harmonic instruments.	I.1.6 Play a variety of rhythmic instruments.	S1	2		
ART.M.I.EL.7	Perform rhythmic and melodic patterns when presented aurally.	I.1.7 Replicate longer rhythmic and melodic patterns.	S1	1		
ART.M.I.EL.8	Perform independent instrumental parts while other students sing or play contrasting parts.	I.1.8 Play instrumental parts in a group while other students sing or recite rhymes.	S2	2		
ART.M.I.EL.9	Use a system to read rhythmic notation in various meters.	I.1.9 Use a system to read quarter notes, quarter rests, and eighth notes.	Y			
ART.M.I.EL.10	Use a system to read pitch notation in various tonalities.	I.1.10 Use a system to read four or more pitches (sol, mi, la, do).	Y			
ART.M.I.EL.11	Recognize the basic expressive markings of music and demonstrate their understanding through performance.	I.1.11 Perform a variety of expressions of music.	S1	2		



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<b>Content Standard 2: All students will apply skills and knowledge to create in the arts.</b>						
ART.M.II.EL.1	Create through exploration, improvisation, and composition, rhythmic and melodic ostinati accompaniments.	II.1.1 Create through exploration, improvisation, and composition, and accompaniment for a selection with pitched and non-pitched classroom instruments and voices.	S2	2		Performance: Auditory Observations Concerts/Informances Visual Observations Formative: " I Can" Statements Group Discussions Summative: Rubrics Grading Systems Written Assessments
ART.M.II.EL.2	Create through exploration, improvisation, and composition, answers in the same style to given rhythmic and melodic phrases.	II.1.2 Create through exploration, improvisation, and composition, an answer to a rhythmic question.	S2	2		
ART.M.II.EL.3	Create through exploration, improvisation, and composition, simple rhythmic variations and simple melodic embellishments on familiar melodies.	II.1.3 Create vocal and rhythmic embellishments for a song or rhyme.	S2	2		
ART.M.II.EL.4	Create and arrange songs and instrumental pieces within specified guidelines.	II.1.4 Create a song about community.	S2	3		
ART.M.II.EL.5	Use a variety of traditional and non-traditional sound sources and electronic media when composing, arranging, and improvising.	II.1.5 Use a variety of traditional and non-traditional sound sources and electronic media when composing, arranging, and improvising appropriate to 1st grade.	S2	1		
ART.M.II.EL.6	Create and arrange music to accompany readings, dramatizations, or visual media.	II.1.6 Add vocal, instrumental, and physical responses to a selection presented in 1st grade.	S2	1		

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<b>Content Standard 3: All students will analyze, describe and evaluate works of art.</b>						
ART.M.III.EL.1	Identify music forms when presented aurally.	III.1.1 Identify call and response, solo, chorus, and ABA when presented aurally.	S2	2	<b>Perform:</b> Melody, Rhythm, Eighth Notes, La, Do, Long/Short  <b>Create:</b> Xylophone, Triangle, Maracas  <b>Analyze:</b> Call & Response, Solo, Chorus, ABA form, Note head, Stem, Beam  <b>Analyze In Context</b>  <b>Connect To Arts</b>	Performance: Auditory Observations Concerts/Informances Visual Observations Formative: " I Can" Statements Group Discussions Summative: Rubrics Grading Systems Written Assessments
ART.M.III.EL.2	Use invented or standard notation to transcribe music.	III.1.2 Use invented or standard notation to transcribe increasingly difficult rhythms and melodies.	S2	1		
ART.M.III.EL.3	Understand and respect that there are different responses to specific art works in a global community.	III.1.3 Describe the music performed and presented in 1st grade by moving, drawing, or through other appropriate responses.	S1	1		
ART.M.III.EL.4	Use music vocabulary to analyze, describe, and evaluate music.	III.1.4 Introduce music vocabulary for the elements of music: melody, harmony, rhythm, tone color/timbre, form.	Y			
ART.M.III.EL.5	Identify and describe a variety of sound sources, including orchestral, band, electronic, world instruments, and voices.	III.1.5 Identify the timbre of pitched classroom instruments.	S1	3		
ART.M.III.EL.6	Devise criteria for objective evaluations of performances and compositions.	III.1.6 Devise student-created criteria for objective evaluation of performances and compositions.	Y			
ART.M.III.EL.7	Explain, using music vocabulary, personal aesthetic response to music.	III.1.7 Introduce aesthetic responses to music.	S1	1		
<b>Content Standard 4: All students will understand, analyze, and describe the arts in their historical, social, and cultural contexts.</b>						
ART.M.IV.EL.1	Describe distinguishing characteristics of representative music genres and styles from various historic periods and cultures.	IV.1.1 Identify and describe distinguishing characteristics of several different styles presented in 1st grade.	Y		Performance: Auditory Observations Concerts/Informances Visual Observations Formative: " I Can" Statements Group Discussions Summative: Rubrics Grading Systems Written Assessments	
ART.M.IV.EL.2	Describe how elements of music are used in examples from world cultures.	IV.1.2 Describe how elements of music are used in examples from world cultures, using music performed and presented in 1st grade.	Y			
ART.M.IV.EL.3	Demonstrate audience appropriate behavior for the context and style of music performed.	IV.1.3 Demonstrate audience appropriate behavior for the context and style of music presented and performed in 1st grade.	S1	2		

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<b>Content Standard 5: All students will recognize, analyze, and describe connections among the arts; between the arts and other disciplines; between the arts and everyday life.</b>						
ART.M.V.EL.1	Observe and identify similarities and differences in the meanings of common vocabulary used in the various arts.	V.1.1 Observe and identify similarities and differences in the meanings of common vocabulary used in the various 1st grade arts.	Y			Performance: Auditory Observations Concerts/Informances Visual Observations
ART.M.V.EL.2	Observe and identify cross-curricular connections.	V.1.2 Observe and identify cross-curricular connections within the 1st grade curriculum.	S1	3		Formative: " I Can" Statements Group
ART.M.V.EL.3	Discuss the various rationales for using music in daily experiences.	V.1.3 Discuss the various rationales for using music in daily experiences.	S1	1		Discussions Summative: Rubrics Grading Systems Written Assessments

Notes:

