**First Grade TN Academic General Music Standards – Pg. 1**

**DOMAIN: Perform**

**ANCHOR (Foundation P1):**

Select, analyze, and interpret artistic work for performance.

**Specific Anchor: Select**

Select varied musical works to present based on interest, knowledge, technical skill, and context.

**Performance Standard 1.GM.P1.A**

With limited guidance, demonstrate and discuss personal interest in, knowledge about **(musical concepts such as beat and melodic contour),** and purpose in music of varied musical selections **from a variety of cultures selected for performance.**

**What Students Need To Know (CONCEPTS)**

Personal interest.

Knowledge about varied musical repertoire.

Purpose of varied musical repertoire.

**What Students Are Able To Do (SKILLS)**

Demonstrate

Discuss

**Student Friendly Language**

I can discuss what I liked about the song. I can demonstrate [insert known concept here] in a chosen song.   I can discuss why we learned the song (i.e. we learned “Lucy Locket” because it has the so-la-so-mi pattern).

**Enduring Understanding**

Performers’ interest in and knowledge of musical works, understanding of their own technical skill, and the context for a performance influence the selection of repertoire.

**Essential Question**

How do performers select repertoire?

**First Grade TN Academic General Music Standards – Pg. 2**

**DOMAIN: Perform**

**Anchor (Foundation P1):**

Select, analyze, and interpret artistic work for performance.

**Specific Anchor: Analyze**

Analyze the structure and context of varied musical works and their implications for performance.

**Performance Standard 1.GM.P1.B** With limited guidance using voices, instruments or movement, demonstrate knowledge of music concepts\* **(such as beat and melodic contour)** in music from a variety of cultures selected for performance\*.

**What Students Need To Know (CONCEPTS)**

Knowledge of Music Concepts

Variety of Cultures

**What Students Are Able To Do (SKILLS)**

Use Voices Use Instruments Use Movement

**Student Friendly Language**

I can sing music from around the world. I can move to music from around the world. I can play music from around the world. (i.e.- I can play an ostinato to accompany “Silver Moon Boat”. I can play rhythm patterns using ta and **ti-ti**.)

**Enduring Understanding**

Analyzing creators’ context and how they manipulate elements of music provides insight into their intent and informs performance.

**Essential Question**

How does understanding the structure and context of musical works inform performance?

\* Performance can occur in classroom or in public.

**First Grade TN Academic General Music Standards – Pg. 3**

**DOMAIN: Perform**

**Anchor (Foundation P1):**

Select, analyze, and interpret artistic work for performance.

**Specific Anchor: Interpret**

Develop personal interpretations that consider creators’ intent.

**Performance Standard 1.GM.P1.C** Demonstrate and describe music’s expressive qualities (such as dynamics and tempo) **that support the creators’ expressive intent.**

**What Students Need To Know (CONCEPTS)**

Expressive Qualities

Dynamics

Tempo

**What Students Are Able To Do (SKILLS)**

Demonstrate

Describe

**Student Friendly Language**

I can show or tell the feelings of music. I can identify the changes in dynamics while listening to music. I can move my body to various musical tempos.

**Enduring Understanding**  Performers make interpretive decisions based on their understanding of context and expressive intent.

**Essential Question** How do performers interpret musical works?

**First Grade TN Academic General Music Standards – Pg. 4**

**DOMAIN: Perform**

**Anchor (Foundation P1):**

Select, analyze, and interpret artistic work for performance.

**Specific Anchor: Analyze**

Analyze the structure and context of varied musical works and their implications for performance.

**Performance Standard 1.GM.P1.D**  When analyzing selected music, read and perform rhythmic patterns with voice, body percussion, and/or instruments, using iconic or standard notation.

**What Students Need To Know (CONCEPTS)**

Rhythmic Patterns

Iconic and/or Standard Notation

Voice, Body Percussion, and/or Instruments

**What Students Are Able To Do (SKILLS)**

Read Perform Use Voice Use Body Percussion Use Instruments

**Student Friendly Language**

I can read rhythmic patterns in iconic and/or standard notation.

I can perform rhythmic patterns with voice, body percussion, and/or instruments.

**Enduring Understanding**

Analyzing creators’ context and how they manipulate elements of music provides insight into their intent and informs performance.

**Essential Question**

How does understanding the structure and context of musical works inform performance?

**First Grade TN Academic General Music Standards – Pg. 5**

**DOMAIN: Perform**

**Anchor (Foundation P2):**

Develop and refine (organize) artistic work for performance.

**Specific Anchor: Rehearse, Evaluate and Refine**

Evaluate and refine personal and ensemble performances, individually or in collaboration with others.

**Performance Standard 1.GM.P2.A** With limited guidance, apply feedback (personal, teacher, and peer) to refine performances.

**What Students Need To Know (CONCEPTS)**

Feedback on performances.

**What Students Are Able To Do (SKILLS)**

Apply feedback.

Refine performances.

**Student Friendly Language**

I can improve a performance. I can listen for mistakes in a performance.

**Enduring Understanding**  To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria.

**Essential Question** How do musicians improve the quality of their performance?

**First Grade TN Academic General Music Standards – Pg. 6**

**DOMAIN: Perform**

**Anchor (Foundation P2):**

Develop and refine (organize) artistic techniques and work for performance.

**Specific Anchor: Rehearse, Evaluate and Refine**

Evaluate and refine personal and ensemble performances, individually or in collaboration with others.

**Performance Standard 1.GM.P2.B** With limited guidance, use suggested strategies in rehearsal to improve the expressive qualities of music (such as voice quality, dynamics, or tempo) **to address interpretive challenges of music.**

**What Students Need To Know (CONCEPTS)**

Expressive Qualities of Music

Strategies in Rehearsal

**What Students Are Able To Do (SKILLS)**

Improve

**Student Friendly Language**

I can improve my performance by singing a song using a soft/loud singing voice. I can improve my performance by reading a speech piece using a whisper voice/shouting voice. I can improve my performance by choosing movements to demonstrate fast/slow. I can choose appropriate spots in a speech piece to read in a loud or soft voice.

**Enduring Understanding**

To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria.

**Essential Question** How do musicians improve the quality of their performance?

**First Grade TN Academic General Music Standards - Pg. 7**

**DOMAIN: Perform**

**Anchor (Foundation P3):**

Convey and express meaning through the presentation of artistic work.

**Specific Anchor: Present**

Perform expressively, with appropriate interpretation and technical accuracy, and in a manner appropriate to the audience and context.

**Performance Standard 1.GM.P3.A** With limited guidance, sing, alone and with others, with expression\*.

**What Students Need To Know (CONCEPTS)**

Echo Songs

Pitch Exploration

**Pitch Names**

Question & Answer

Opposites

Simple Songs

Pentatonic/Diatonic Melodies

So/Mi and La/So/Mi Patterns

**Ostinato**

**What Students Are Able To Do (SKILLS)**

Sing with various types of expression.

**Student Friendly Language**

I can sing an echo song alone or with others. I can use my voice in different ways (siren; high/low; loud/soft). I can sing a simple song alone or with others (so/mi; la/so/mi; pentatonic/diatonic).

**Enduring Understanding**

Musicians judge performance based on criteria that vary across time, place, and cultures. The context and how a work is presented influence the audience response.

**Essential Question** When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?

\* The following concepts are assumed in order to accomplish these standards: echo songs, pitch-matching games, la-so-mi patterns on neutral syllables and with pitch names, simple songs with limited pitches, pentatonic/diatonic melodies, questions/answers, in circle formation, simple ostinatos.

**First Grade TN Academic General Music Standards - Pg. 8**

**DOMAIN: Perform**

**Anchor (Foundation P3):**

Convey and express meaning through the presentation of artistic work.

**Specific Anchor: Present**

Perform expressively, with appropriate interpretation and technical accuracy, and in a manner appropriate to the audience and context.

**Performance Standard 1.GM.P3.B** With limited guidance, using body percussion and/or instruments, perform, alone and with others, with expression\*.

**What Students Need To Know (CONCEPTS)**

Body Percussion

Instruments

**What Students Are Able To Do (SKILLS)**

Perform

Guidance

Expression\*

Skill\*

**Student Friendly Language**

I can choose to perform on body percussion or instruments expressively by myself or with others, with limited help.

**Enduring Understanding**

Musicians judge performance based on criteria that vary across time, place, and cultures. The context and how a work is presented influence the audience response.

**Essential Question**

When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?

\* The following concepts are assumed in order to accomplish these standards: practicing steady beat, simple rhythm patterns in iconic and standard notation, beat vs. rhythm, chord bordun with a song/story/poem/recording.

**First Grade TN Academic General Music Standards - Pg. 9**

**DOMAIN: Perform**

**Anchor (Foundation P3):**

Convey and express meaning through the presentation of artistic work.

**Specific Anchor: Present**

Perform expressively, with appropriate interpretation and technical accuracy, and in a manner appropriate to the audience and context.

**Performance Standard 1.GM.P3.C** Perform appropriately for the audience and context; demonstrate appropriate posture, and evaluate performance etiquette.

**What Students Need To Know (CONCEPTS)**

Audience

Posture

Performance Etiquette

Context

**What Students Are Able To Do (SKILLS)**

Perform

Demonstrate

Evaluate

**Student Friendly Language**

I can perform with correct posture. I can perform keeping my eyes on the teacher. I can perform being actively engaged. I can demonstrate correct posture while performing by standing up straight with hands to sides (or sitting appropriately if playing an instrument). I can evaluate performance etiquette/behavior using age appropriate music vocabulary.

**Enduring Understanding**

Musicians judge performance based on criteria that vary across time, place, and cultures. The context and how a work is presented influence the audience response.

**Essential Question**

When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?

**First Grade TN Academic General Music Standards - Pg. 10**

**DOMAIN: Perform**

**Anchor (Foundation P3):**

Convey and express meaning through the presentation of artistic work.

**Specific Anchor: Present**

Perform expressively, with appropriate interpretation and technical accuracy, and in a manner appropriate to the audience and context.

**Performance Standard 1.GM.P3.D** Demonstrate appropriate audience behavior, and evaluate student behavior during a performance.

**What Students Need To Know (CONCEPTS)**

Audience Behavior

Student Behavior

**What Students Are Able To Do (SKILLS)**

Demonstrate

Evaluate

**Student Friendly Language**

I can show appropriate behavior during a performance. I can evaluate audience behavior during a performance.

**Enduring Understanding**

Musicians judge performance based on criteria that vary across time, place, and cultures. The context and how a work is presented influence the audience response.

**Essential Question**

When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?

**First Grade TN Academic General Music Standards - Pg. 11**

**DOMAIN: Create**

**ANCHOR (Foundation Cr1):**

Generate and conceptualize artistic ideas and work.

**Specific Anchor: Imagine**

Generate musical ideas for various purposes and contexts.

**Performance Standard 1.GM.Cr1.A**

With limited guidance, explore and improvise musical ideas such as pitch, short rhythms, different vocal or instrumental timbres, musical textures, or movement **for a specific purpose.**

**What Students Need To Know (CONCEPTS)**

Pitch

Short Rhythms

Different vocal **(sing/speak/whisper/call)**/instrumental timbres

Musical Textures**- types of percussion (wood/metal/skin)**

Movement

**What Students Are Able To Do (SKILLS)**

Explore **Music**

Improvise

**Student Friendly Language**

I can explore pitch.

I can explore short rhythms.

I can explore different voices.

I can explore different instrument sounds.

I can explore movement.

I can improvise a four-beat rhythm.

I can improvise movements.

I can improvise using different voices.

I can improvise a melody shape.

**Enduring Understanding**

The creative ideas, concepts and feelings that influence musicians’ work emerge from a variety of sources.

**Essential Question**

How do musicians generate creative ideas?

**First Grade TN Academic General Music Standards – Pg. 12**

**DOMAIN: Create**

**ANCHOR (Foundation Cr1):**

Generate and conceptualize artistic ideas and work.

**Specific Anchor: Imagine**

Generate musical ideas for various purposes and contexts.

**Performance Standard 1.GM.Cr1.B**

With limited guidance, using voices, body percussion, instruments, and movement, generate musical ideas (such as beat/rhythm patterns, melodies with limited pitches, movement, etc.) to accompany a song, poem, or story.

**What Students Need To Know (CONCEPTS)**

Musical Ideas-

 Beat/Rhythmic Patterns

 Melodies with Limited Pitches

 Movement

**What Students Are Able To Do (SKILLS)**

Create a musical idea. Use voices, body percussion, instruments and movement. Accompany songs, poems, stories or listening examples.

**Student Friendly Language**

I can create my own beat to go with a song, poem, or story.

I can create rhythmic patterns to go with a song, poem, or story.

I can create a melody to go with a song, poem, or story.

I can explore ways to use my voice to go with a song, poem, or story.

I can explore ways to use an instrument to go with a song, poem, or story.

I can explore ways to move my body to go with a song, poem, or story.

**Enduring Understanding**

The creative ideas, concepts and feelings that influence musicians’ work emerge from a variety of sources.

**Essential Question**

How do musicians generate creative ideas?

**First Grade TN Academic General Music Standards – Pg. 13**

**DOMAIN: Create**

**ANCHOR (Foundation Cr2):**

Organize and develop artistic ideas and work.

**Specific Anchor: Plan and Make**

Select and develop musical ideas for defined purposes and contexts.

**Performance Standard 1.GM.Cr2.A**

With limited guidance, (using short musical ideas to be performed) demonstrate and discuss personal reasons for selecting musical ideas **(expressive intent)**.

**What Students Need To Know (CONCEPTS)**

Selecting Musical Ideas

**What Students Are Able To Do (SKILLS)**

Demonstrate

Discuss

**Student Friendly Language**

I can show my musical ideas using songs.

I can explain my musical ideas using songs.

I can show my musical ideas using rhythmic patterns.

I can explain my musical ideas using rhythmic patterns.

**Enduring Understanding**

Musicians’ creative choices are influenced by their expertise, context, and expressive intent.

**Essential Question**

How do musicians make creative decisions?

**First Grade TN Academic General Music Standards – Pg. 14**

**DOMAIN: Create**

**ANCHOR (Foundation Cr2):**

Organize and develop artistic ideas and work.

**Specific Anchor: Plan and Make**

Select and develop musical ideas for defined purposes and contexts.

**Performance Standard 1.GM.Cr2.B**

With limited guidance, using digital media or pictures to notate a short musical passage, organize personal musical ideas (such as limited pitches, sound/silence, high/low, long/short, etc.).

**What Students Need To Know (CONCEPTS)** Notation shown by digital media. Notation shown by pictures.

**What Students Are Able To Do (SKILLS)**

Organize personal musical ideas with iconic notation.

Organize personal musical ideas with recording technology.

Music ideas:

 Pitches

 Sound/Silence

 High/Low

 Long/Short

**Student Friendly Language**

I can write down my musical ideas about \_\_\_\_\_\_\_\_\_\_\_ using pictures.

I can record my musical ideas about \_\_\_\_\_\_\_\_\_\_\_ using technology.

**Enduring Understanding**

Musicians’ creative choices are influenced by their expertise, context, and expressive intent.

**Essential Question**

How do musicians make creative decisions?

**First Grade TN Academic General Music Standards – Pg. 15**

**DOMAIN: Create**

**ANCHOR (Foundation Cr3):**

Refine and complete artistic work.

**Specific Anchor: Evaluate and Refine**

Evaluate and refine selected musical ideas to create musical work that meets appropriate criteria.

**Performance Standard 1.GM.Cr3.A**

With limited guidance, using vocabulary such as voices/instruments, beginning, middle, sequence, and ending, discuss and apply **personal, peer, or teacher** feedback to refine personal musical ideas.

**What Students Need To Know (CONCEPTS)**

Teacher-given Vocabulary

Personal Musical Ideas

**What Students Are Able To Do (SKILLS)**

Apply Feedback

Refine

**Student Friendly Language**

I can make changes to my musical ideas.

I can discuss the voices I hear.

I can discuss the instruments I hear.

I can discuss the sequence of the song.

**Enduring Understanding**

Musicians evaluate and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.

**Essential Question**

How do musicians improve the quality of their creative work?

**First Grade TN Academic General Music Standards – Pg. 16**

**DOMAIN: Create**

**ANCHOR (Foundation Cr3):**

Refine and complete artistic work.

**Specific Anchor: Present**

Share creative musical work that conveys intent, demonstrates craftsmanship, and exhibits originality.

**Performance Standard 1.GM.Cr3.B**

With guidance, using created vocal, instrumental, or movement pieces, demonstrate a final version of personal musical ideas.

**What Students Need To Know (CONCEPTS)**

Personal Musical Ideas

**What Students Are Able To Do (SKILLS)**

Demonstrate

**Student Friendly Language**

I can sing my musical ideas.

I can play my musical ideas with instruments.

I can perform my musical ideas with body percussion.

**Enduring Understanding**

Musicians’ presentation of creative work is the culmination of a process of creation and communication.

**Essential Question**

When is creative work ready to share?

**First Grade TN Academic General Music Standards – Pg. 17**

**DOMAIN: Respond**

**ANCHOR (Foundation R1):**

Perceive and analyze artistic work.

**Specific Anchor: Select**

Choose music appropriate for a specific purpose or context.

**Performance Standard 1.GM.R1.A**

With limited guidance, identify and explain how personal interests and experience influence musical selection.

**What Students Need To Know (CONCEPTS)**

Why students like the music that they like.

**What Students Are Able To Do (SKILLS)**

Explain why they like the music. Relate what **they’re** hearing to their experiences.

**Student Friendly Language**

I can explain why I like the music I choose to listen to.

**Enduring Understanding**

Individuals’ selection of musical works is influenced by their interests, experiences, understandings, and purposes.

**Essential Question**

How do individuals choose music to experience?

**First Grade TN Academic General Music Standards – Pg. 18**

**DOMAIN: Respond**

**ANCHOR (Foundation R1):**

Perceive and analyze artistic work.

**Specific Anchor: Analyze**

Analyze how the structure and context of varied musical works inform the response.

**Performance Standard 1.GM.R1.B**

With limited guidance, demonstrate music concepts (such as steady beat or singing voice) in various styles of music.

**What Students Need To Know (CONCEPTS)**

Steady Beat

Rhythm (ta, ti-ti, rest)

Melody (so, mi, la)

Singing

**What Students Are Able To Do (SKILLS)**

Demonstrate Performing different genres of music. Show that they can do the same skills in the elements of music with various genres.

**Student Friendly Language**

I can show when I hear the steady beat. (various elements of music)

**Enduring Understanding**

Response to music is informed by analyzing context (social, cultural, and historical) and how creators and performers manipulate the elements of music.

**Essential Question**

How does understanding the structure and context of music inform a response?

**First Grade TN Academic General Music Standards – Pg. 19**

**DOMAIN: Respond**

**ANCHOR (Foundation R2):**

Interpret intent and meaning in artistic work.

**Specific Anchor: Interpret**

Support interpretations of musical works that reflect creators’/performers’ expressive intent.

**Performance Standard 1.GM.R2.A**

With limited guidance, identify expressive qualities or other characteristics of music (such as same/different sections within a simple form, types of voices or individual instruments and identifying how sound is produced).

**What Students Need To Know (CONCEPTS)**

Music Concepts

Instrument Sounds

Vocal Timbres

**What Students Are Able To Do (SKILLS)**

Students describe what they hear. Students tell why they hear the sounds described.

**Student Friendly Language**

I can use music words to talk about the music I hear. I can describe why sounds are used in music, stories, songs, or poems.

**Enduring Understanding**

Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.

**Essential Question**

How do we discern musical creators’ and performers’ expressive intent?

**First Grade TN Academic General Music Standards – Pg. 20**

**DOMAIN: Respond**

**ANCHOR (Foundation R3):**

Apply criteria to evaluate artistic work.

**Specific Anchor: Evaluate**

Support evaluations of musical works and performances based on analysis, interpretation, and established criteria.

**Performance Standard 1.GM.R3.A**

With limited guidance, apply personal preferences in the evaluation of music; discuss a musical performance using grade-appropriate vocabulary.

**What Students Need To Know (CONCEPTS)**

Music Concepts

Instrument Sounds

Vocal Timbres

**What Students Are Able To Do (SKILLS)**

Students describe what they hear and what they like. Students tell why they hear the sounds described and if they like the sounds.

**Student Friendly Language**

I can use music words to talk about what I like about the music performance. I can use music words to talk about what was done well in the music performance.

**Enduring Understanding**

The personal evaluation of musical works and performances is informed by analysis, interpretation, and established criteria.

**Essential Question**

How do we judge the quality of musical work(s) and performance(s)?

**First Grade TN Academic General Music Standards – Pg. 21**

**DOMAIN: Connect**

**ANCHOR (Foundation Cn1):**

Synthesize and relate knowledge and personal experiences to artistic endeavors.

**Specific Anchor: Connect #10**

Synthesize and relate knowledge and personal experiences to make music.

**Performance Standard 1.GM.Cn1.A**

Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music (such as expressing personal preferences in music or how music is used in daily life).

**What Students Need To Know (CONCEPTS)**

Interest

Knowledge

Skills

Personal Choice

Intent

**What Students Are Able To Do (SKILLS)**

Demonstrate Express Create Perform Respond

**Student Friendly Language**

I can make a personal choice about what music to perform. I can make a choice about what music to sing. I can explain why I like my favorite music. I can share the ways music is important in my life. I can choose/create a movement that is appropriate for a song. I can identify songs that are important to my family. I can identify/demonstrate musical selections for various occasions, holidays, or (cultural) celebrations.

**Enduring Understanding**

Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.

**Essential Question**

How do musicians make meaningful connections to creating, performing, and responding?

**First Grade TN Academic General Music Standards – Pg. 22**

**DOMAIN: Connect**

**ANCHOR (Foundation Cn2):**

Relate artistic ideas and works with societal, cultural, and historical context.

**Specific Anchor: Connect #11**

Relate musical ideas and works to varied contexts and daily life to deepen understanding.

**Performance Standard 1.GM.Cn2.A**

Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and/or daily life (such as exploring the relationship between songs and historical events).

**What Students Need To Know (CONCEPTS)**

Relationships: other arts, disciplines, context (where, when and why), daily life, purpose.

What is a poem? (Introduce students to a variety of poems.)

Rhyming Words

Historical Events

**What Students Are Able To Do (SKILLS)**

Demonstrate Explore Understand Compare

**Student Friendly Language** I can find the rhyming words in a poem and in a song. I can choose art (or draw art) that fits a piece of music. I can choose music to go with a piece of art/dance, and explain my choice. I can explore music from different historical periods/events. I can explore music/dance from other cultures. I can demonstrate line/phrasing in art and music. I can demonstrate the difference between pitch and volume. I can demonstrate the relationship between fractions and note values. I can identify music from a variety of cultures.

**Enduring Understanding**

Understanding connections to varied contexts and daily life enhances musicians’ creating, performing, and responding.

**Essential Question**

How do the other arts, other disciplines, contexts, and daily life inform creating, performing, and responding to music?