

# Music: Grade 1

**Generate and conceptualize artistic ideas and work.**

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

- a With limited guidance, create musical ideas (such as answering a musical question) for a specific purpose. MU: CR1A.1A
- b With limited guidance, generate musical ideas in multiple tonalities (such as major and minor) and meters (such as duple and triple). MU: CR1A.1B

**Organize and develop artistic ideas and work.**

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

- a With limited guidance, demonstrate and discuss personal reasons for selecting musical ideas that represent expressive intent. MU: CR2A.1A
- b With limited guidance, use iconic or standard notation and/or recording technology to document and organize personal musical ideas. MU: CR2A.1B

**Refine and complete artistic work.**

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

- a With limited guidance, discuss and apply personal, peer and teacher feedback to refine personal musical ideas. MU: CR3A.1A

**Musicians' presentation of creative work is the culmination of a process of creation and communication**

- a With limited guidance, convey expressive intent for a specific purpose by presenting a final version of personal musical ideas to peers or informal audience. MU: CR3B.1A

**Select, analyze, and interpret artistic work for presentation.**

**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.**

- a With limited guidance, demonstrate and discuss personal interest in, knowledge about, and purpose of varied musical selections. MU: PR4A.1A

---

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

- a With limited guidance, demonstrate knowledge of music concepts (such as beat and melodic contour) in music from a variety of cultures selected for performance. MU: PR4B.1A
- b When analyzing selected music, read and perform rhythmic patterns using iconic or standard notation. MU: PR4B.1B

---

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

- a Demonstrate and describe music's expressive qualities (such as dynamics and tempo). MU: PR4C.1A

---

**Develop and refine artistic techniques and work for presentation.**

**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.**

- a With limited guidance, apply personal, teacher, and peer feedback to refine performances. MU: PR5A.1A
- b With limited guidance, use suggested strategies in rehearsal to address interpretive challenges of music. MU: PR5A.1B

---

**Convey meaning through the presentation of artistic work.**

**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.**

- a With limited guidance, perform music for a specific purpose with expression. MU: PR6A.1A
- b Perform appropriately for the audience and purpose. MU: PR6A.1B

---

**Perceive and analyze artistic work**

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

- a With limited guidance, identify and demonstrate how personal interests and experiences influence musical selection for specific purposes. MU: RE7A.1A

---

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

- a With limited guidance, demonstrate and identify how specific music concepts (such as beat or pitch) are used in various styles of music for a purpose. MU: RE7B.1A
-

**Interpret intent and meaning in artistic work.**

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

- a With limited guidance, demonstrate and identify expressive qualities (such as dynamics and tempo ) that reflect creators'/ performers' expressive intent. MU: RE8A.1A

**Apply criteria to evaluate artistic work**

**The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria.**

- a With limited guidance, apply personal and expressive preferences in the evaluation of music for specific purposes. MU: RE9A.1A

**Synthesize and relate knowledge and personal experiences to make art.**

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

- a Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music. MU: CN10A.1A

**Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding**

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

- a Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life. MU: CN11A.1A