

HUDSONVILLE PUBLIC SCHOOLS ELEMENTARY COURSE FRAMEWORK



COURSE/SUBJECT

1st Grade Music

...singing, performing, improvising, composing, reading, listening, evaluating, understanding music (National Standards)

ELEMENT	KEY CONCEPTS	BENCHMARKS
Rhythm	<ul style="list-style-type: none"> • Rhythm is the organization of long and short sounds and silences into patterns, moving with an underlying steady beat. • Rhythmic durations can be notated with icons or specific music symbols. • Meter is the organization of the underlying pulse into groups of twos or threes. 	<ul style="list-style-type: none"> • Maintain a steady beat through moving, singing, chanting and playing. • Create different ways to keep a steady beat through moving, chanting, and/or playing. • Identify and demonstrate long and short sounds and silences. • Demonstrate strong beats through movement. • Echo, improvise, read and perform rhythm patterns.
Melody	<ul style="list-style-type: none"> • Melody is the organization of pitch and duration and may have a tonal center. • Melodies can be notated with icons or specific musical symbols. 	<ul style="list-style-type: none"> • Demonstrate melodic contour through movement and singing. • Listen, analyze and describe characteristics of a melody. • Sing and play a melody independently and with others. • Perform short melodies that move by steps, repeats, and skips. • Improvise responses to musical questions.
Harmony	<ul style="list-style-type: none"> • Harmony is the simultaneous performance of two or more parts that are different yet musically compatible. 	<ul style="list-style-type: none"> • Sing with or without accompaniment.
Form	<ul style="list-style-type: none"> • Form is the organization of musical ideas. 	<ul style="list-style-type: none"> • Move to demonstrate same and different. • Sing and perform same and different musical ideas. • Identify patterns or sections of music.

ELEMENT	KEY CONCEPTS	BENCHMARKS
Expression	<ul style="list-style-type: none"> Expressive elements (tempo, timbre, dynamics, articulation, and phrasing) are manipulated in performance to create an effect or mood. 	<ul style="list-style-type: none"> Move to demonstrate loud/soft and fast/slow music. Sing and perform loud/soft and fast/slow music. Create movements to demonstrate loud/soft and fast/slow music. Move to demonstrate phrases.
Timbre	<ul style="list-style-type: none"> Timbre is the organization of different qualities of sound generated by the manipulation of various physical materials found in the following: vocal, environmental, acoustic, and electronic music. 	<ul style="list-style-type: none"> Identify adult, male, female, and child's voices. Use and identify speaking, singing, calling, and whispering voices. Use classroom instruments, voices, and other sources to demonstrate a variety of sounds in music.
Style	<ul style="list-style-type: none"> Styles of music reflect historic/cultural traditions and genres. One piece of music may be performed in a variety of different styles. 	<ul style="list-style-type: none"> Sing and perform a varied repertoire of music representing genres and styles from diverse cultures. Listen, move to, and describe a variety of styles, cultures, and historical periods.
Texture	<ul style="list-style-type: none"> Texture is the layering of sounds. 	<ul style="list-style-type: none"> Identify group vs. solo performance. Perform simple solo and group songs.
Etiquette	<ul style="list-style-type: none"> At a performance, there are expectations for both performers and audience members. Proper respect and care of musical instruments and equipment have a profound effect on their ability to function and endure. 	<ul style="list-style-type: none"> Demonstrate correct posture while performing. Respond appropriately to the musical cues of a director. Demonstrate active listening skills when listening to a performance. Demonstrate proper handling of classroom instruments.