

Grade Level Expectations for the Sunshine State Standards

Music First Grade



FLORIDA DEPARTMENT OF EDUCATION
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Sunshine State Standards
Grade Level Expectations
Music
First Grade

The first grade student:

Skills and Techniques

- sings melodic patterns and songs, matching pitch, within a four- to six-note range (F-D¹) using sol, la, mi, re, and do.
- echoes simple melodic patterns, using sol, la, mi, re, and do accurately and maintaining the tonal center.
- demonstrates use of healthy singing techniques, including head tone, posture, and diction.
- sings simple unison songs, with and without accompaniment, with accurate pitch, accurate rhythm, and appropriate tone quality.
- sings, alone and with others, a diverse repertoire representing various cultures and styles (for example, folk songs, poems, play-party games, patriotic songs, student-created songs, rhymes).
- demonstrates expressive qualities appropriate to the music, using phrasing, dynamic contrast, and tempo change.
- performs a steady beat based on a common group pulse.
- echoes rhythmic patterns using quarter notes, quarter rests, and two eighth notes on simple rhythm instruments.
- performs two- and three-note melodic patterns on instruments (for example, barred instruments).
- performs with appropriate posture and position to produce a characteristic tone quality on non-pitched instruments (for example, rhythm sticks, triangle, wood block, jingle bells, maracas) and pitched instruments (for example, xylophones, metallophones, resonator bells).
- performs simple rhythmic and melodic patterns and sound effects on instruments to accompany poems, rhymes, chants, and songs.
- demonstrates expressive qualities of dynamics and tempo, appropriate to the music, while playing classroom and ethnic instruments.
- reads and performs simple rhythmic patterns (quarter notes, quarter rests, and two eighth notes) in response to traditional and nontraditional notation.
- reads and performs simple melodic patterns from traditional and nontraditional notation (for example, sol, la, and mi on a three-line staff).
- writes notation, using manipulatives and visual representation, for simple melodic patterns, using sol and mi on a three-line staff.
- notates rhythmic patterns (quarter notes, quarter rests, and two eighth notes), using manipulatives, that have been performed by someone else.

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Creation and Communication

- improvises a four-beat rhythmic pattern in response to a musical prompt.
- improvises a four-beat melodic pattern in response to a musical prompt.
- improvises simple rhythmic and melodic patterns to accompany songs, poems, or stories.
- creates rhythmic and melodic patterns using classroom instruments for songs, poems, and stories.

Cultural and Historical Connections

- knows that music is different in other places and times.
- recognizes music of contrasting cultures.
- compares timbres of contrasting examples of world music.
- identifies selected songs associated with celebrations in varied cultures.
- identifies selected songs that reflect daily life in varied cultures.
- identifies music that reflects the cultural heritage of the community.

Aesthetic and Critical Analysis

- responds to selected characteristics of music, including tempo, dynamics, melodic contour, and same and different patterns, through purposeful movement.
- differentiates between the child voice and adult voice.
- differentiates between solo and group performance (for example, vocal solo and choir).
- classifies classroom instruments by sound source (wood, metal, shaker, or membrane).
- identifies a variety of environmental sound sources.
- identifies selected instruments when presented visually and aurally.
- describes specific music characteristics using appropriate vocabulary (tempo, dynamics, melodic contour, and same and different patterns).
- describes feelings and images communicated through music.
- uses teacher-specified criteria for evaluating compositions and performances (for example, Did we follow the dynamics? Did we maintain a steady beat?).
- evaluates one's own and others' performances and describes what was successful.

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Applications to Life

- demonstrates basic understanding of how concepts in music, visual arts, and dance are similar (for example, shape, line, pattern).
- identifies ways in which language arts and mathematics relate to music (for example, groupings, sets, patterns).
- understands the use of music in daily life (for example, parades, sporting events).
- demonstrates appropriate audience behavior in such settings as classroom and school performances (for example, listening quietly during a performance, clapping at the end of a performance).
- identifies a personal preference for a specific type of music.
- identifies the role of musicians in schools and the community.