

# Grade 1 Expression

## Essential Standards:

- Montana Music Content Standard 1.2: Identify expressive intent of musical ideas.  
 MMCS 1.3: Discuss changes in musical ideas.  
 MMCS 1.4: Describe the purpose of a variety of musical selections.  
 MMCS 1.5: Rehearse to revise musical performances  
 MMCS 1.7: Identify influences in making musical selections.  
 MMCS 1.8: Identify expressive qualities of music.  
 MMCS 1.9: Describe preferences while evaluating music.  
 MMCS 1.10: Describe emotions when experiencing music.  
 MMCS 1.11: Describe connections between music, arts, and daily life in a variety of contexts.

## Other Standards:

- Montana Dance Content Standard 1.1: Experiment with movement inspired by a variety of sounds.  
 Montana Theatre Arts Content Standard 1.4: Use body, face, gesture, and voice to communicate character and emotions in guided creative drama.  
 MTACS 1.7: Discuss an emotional response to guided creative drama.

## Content-Specific Vocabulary:

Mood, piano, forte, presto, largo

Learning Targets (I Can)	Materials	Manipulatives	Strategies
I am learning to describe the feeling and mood of a piece of music.	<ul style="list-style-type: none"> <li>• <i>Book of Movement Exploration</i></li> <li>• <i>First Steps in Music</i></li> <li>• <i>GAMEPLAN</i></li> <li>• High quality children’s literature</li> <li>• High quality musical recordings</li> <li>• <i>Move It!</i> DVDs</li> <li>• <i>MusicPlay Online</i></li> <li>• <i>My Many Colored Days</i></li> <li>• <i>Parachutes, Ribbons and Scarves</i></li> </ul>	<ul style="list-style-type: none"> <li>• Art supplies</li> <li>• Barred instruments and mallets</li> <li>• Floor drums (tubanos)</li> <li>• Frame drums</li> <li>• Hoberman spheres</li> <li>• Movement manipulatives (parachutes, scarves, ribbon wands, bean bags, stretch bands, beat buddies, playground balls)</li> <li>• Unpitched percussion</li> </ul>	<ul style="list-style-type: none"> <li>• Follow directions vs. choice making</li> <li>• Improvisation</li> <li>• Move-it</li> <li>• Notice, wonder, value</li> <li>• Student created artwork</li> <li>• Student created movement</li> <li>• Word wall</li> </ul>
I am learning to respond to musical opposites (fast/slow, loud/quiet).			
I am learning to identify and use Italian musical terms within musical contexts. <ul style="list-style-type: none"> <li>▪ Dynamics: <i>piano, forte</i></li> <li>▪ Tempo: <i>presto (fast), largo (slow)</i></li> </ul>			
I am learning to perform with artful expression. <p>Examples:</p> <ul style="list-style-type: none"> <li>▪ Dynamics and tempi</li> <li>▪ Expressive bodies and faces, matching the music</li> <li>▪ Responsive movement choices</li> </ul>			

# Grade 1 Form

<p><b>Essential Standards:</b>          Montana Music Content Standard 1.1: Create musical ideas for a purpose.          MMCS 1.3: Discuss changes in musical ideas.          MMCS 1.4: Describe the purpose of a variety of musical selections.</p>			
<p><b>Other Standards:</b>          Montana Dance Content Standard 1.2: Improvise a dance with beginning, middle, and end.          MDCS 1.3: Apply changes to movement in dance sequences.          MDCS 1.5: Demonstrate a range of movements while coordinating with other dancers.          MDCS 1.7: Identify a movement that repeats in a dance to make a pattern.          Montana Visual Arts Content Standard 1.8: Describe characteristics of artwork.</p>			
<p><b>Content-Specific Vocabulary:</b>          Same, different</p>			
Learning Targets (I Can)	Materials	Manipulatives	Strategies
I am learning to recognize same and different parts of music.	<ul style="list-style-type: none"> <li>• <i>GAMEPLAN</i></li> <li>• High quality musical recordings</li> <li>• <i>Mallet Madness</i> series</li> <li>• <i>MusicPlay Online</i></li> <li>• New England Dance Masters series</li> <li>• <i>Parachutes, Ribbons and Scarves</i></li> <li>• <i>Rhythmically Moving</i></li> </ul>	<ul style="list-style-type: none"> <li>• Barred instruments and mallets</li> <li>• Floor drums</li> <li>• <i>GAMEPLAN</i> manipulatives</li> <li>• Movement manipulatives (parachutes, scarves, ribbon wands, bean bags, stretch bands, beat buddies, playground balls)</li> <li>• Sit Spots (folk dancing)</li> </ul>	<ul style="list-style-type: none"> <li>• Circle games</li> <li>• Folk dancing</li> <li>• Locomotor/non-locomotor movement</li> <li>• Move-it</li> <li>• Physical response to aural stimuli</li> </ul>

# Grade 1 Melody

<p><b>Essential Standards:</b>          Montana Music Content Standard 1.3: Discuss changes in musical ideas.          MMCS 1.5: Rehearse to revise musical performances.          MMCS 1.6: Perform music for a purpose.</p>			
<p><b>Other Standards:</b>          Montana Dance Content Standard 1.1: Experiment with movement inspired by a variety of sounds.          MDCS 1.3: Apply changes to movement in dance sequences.</p>			
<p><b>Content-Specific Vocabulary:</b>          Melody, pitch, audiate, high, low, timbre</p>			
Learning Targets (I Can)	Materials	Manipulatives	Strategies
I can sing a short song.	<ul style="list-style-type: none"> <li>• <i>First Steps in Music</i></li> <li>• <i>GAMEPLAN</i></li> <li>• High quality musical recordings</li> <li>• <i>Mallet Madness</i> series</li> <li>• <i>MusicPlay Online</i></li> </ul>	<ul style="list-style-type: none"> <li>• Barred instruments and mallets</li> <li>• Beat buddies</li> <li>• Boomwhackers</li> <li>• <i>GAMEPLAN</i> manipulatives</li> <li>• Puppets</li> </ul>	<ul style="list-style-type: none"> <li>• Echo singing</li> <li>• Aural differentiation</li> <li>• Movement exploration</li> </ul>
I can echo a short melody.			
I am learning to demonstrate the difference between my speaking voice and my singing voice.			
I am learning to audiate and perform high and low sounds.			

# Grade 1 Rhythm

## Essential Standards:

Montana Music Content Standard 1.1: Create musical ideas for a purpose.

MMCS 1.3: Discuss changes in musical ideas.

MMCS 1.5: Rehearse to revise musical performances.

## Other Standards:

Montana Dance Content Standard 1.1: Experiment with movement inspired by a variety of sounds.

MDCS 1.3: Apply changes to movement in dance sequences.

## Content-Specific Vocabulary:

Steady beat, echo, pattern, rhythm, long sounds, short sounds, tempo, ostinato

Learning Targets (I Can)	Materials	Manipulatives	Strategies
I can move to patterns of long and short sounds.	<ul style="list-style-type: none"> <li>• <i>I'm Growing Up</i></li> <li>• <i>First Steps in Music</i></li> <li>• <i>GAMEPLAN</i></li> <li>• High quality musical recordings</li> <li>• <i>KidStix</i></li> <li>• <i>Let's Do It Again! The Songs of Education Through Music</i></li> <li>• <i>MusicPlay Online</i></li> <li>• <i>Parachutes, Ribbons and Scarves</i></li> </ul>	<ul style="list-style-type: none"> <li>• Barred instruments and mallets</li> <li>• Floor drums (tubanos)</li> <li>• Frame drums</li> <li>• <i>GAMEPLAN</i> manipulatives</li> <li>• <i>KidStix</i> kits (coffee can, cutting board, drum sticks, tambourine, felt circle toppers)</li> <li>• Movement manipulatives (parachutes, scarves, ribbon wands, bean bags, stretch bands, beat buddies, playground balls)</li> <li>• Rhythm Sticks</li> <li>• Unpitched Percussion</li> </ul>	<ul style="list-style-type: none"> <li>• Beat groups</li> <li>• Circle games</li> <li>• Echo activities</li> <li>• Folk dancing and play parties</li> <li>• Follow child's beat with a song</li> <li>• Play parties</li> <li>• Rote</li> </ul>
I can speak and play patterns of long and short sounds.			
I am learning to keep the steady beat.			
I am learning to connect symbols with sounds.			

# Grade 1 Timbre

<p><b>Essential Standards:</b>          Montana Music Content Standard 1.8: Identify expressive qualities of music.          MMCS 1.9: Describe preferences while evaluating music.          MMCS 1.11: Describe connections between music, arts, and daily life in a variety and contexts.</p>			
<p><b>Other Standards:</b>          Montana Theater Arts Content Standard 1.4: Use body, face, gesture, and voice to communicate character and emotions in guided creative drama.          Montana Visual Arts Content Standard 1.8: Describe characteristics of artworks.</p>			
<p><b>Content-Specific Vocabulary:</b>          Timbre, glockenspiel, xylophone, metallophone, mallet</p>			
Learning Targets (I Can)	Materials	Manipulatives	Strategies
<p>I am learning to identify different sound sources.</p>	<ul style="list-style-type: none"> <li>• <i>GAMEPLAN</i></li> <li>• High quality musical recordings</li> <li>• <i>Mallet Madness</i> series</li> <li>• <i>MusicPlay Online</i></li> <li>• <i>Percussion Parade</i></li> <li>• <i>Woods, Metals, Shakers, Skins</i></li> </ul>	<ul style="list-style-type: none"> <li>• Barred instruments and mallets</li> <li>• Floor drums (tubanos)</li> <li>• Instrument visuals</li> <li>• Unpitched percussion</li> </ul>	<ul style="list-style-type: none"> <li>• Listening glyphs</li> <li>• Listening maps</li> <li>• Live musical performances (e.g. Myrna Loy)</li> <li>• Soundscapes</li> </ul>
<p>I am learning to identify vocal timbres.</p> <ul style="list-style-type: none"> <li>▪ High</li> <li>▪ Low</li> </ul>			
<p>I am learning to visually identify and name classroom instruments.</p> <ul style="list-style-type: none"> <li>▪ Unpitched percussion</li> <li>▪ Barred instruments</li> </ul>			
<p>I am learning about timbres from diverse musical traditions.</p>			