



## Music - Grade 1

### **Course Description:**

The Indian Community School cultivates an enduring cultural identity and critical thinking by weaving indigenous teachings with a distinguished learning environment. The curriculum for this course is developed from the [Wisconsin Academic Standards for Music](#) and the framework of the [ICS Our Ways Cultural Calendar](#). In this course, first grade students will develop a basic understanding of the fundamental concepts and aesthetic aspects of music. Students will be able to demonstrate grade-appropriate proficiency in the four artistic processes of creating, performing, responding to, and connecting to music. Students will also explore and experience various aspects of music across time and cultures with limited guidance from the teacher.

### **Enduring Understandings:**

- Musicians convey meaning by connecting their personal interests, experiences, ideas, and knowledge to creating, performing, and responding to music.
- Rhythm, melody, harmony, form, and timbre are the core elements of music that performers and composers manipulate in order to produce a musical work.
- 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.
- Music is experienced, explored, and internalized through movement, speech, song, listening, play, and notation.
- Both performers and audiences are required for music to occur, and the context (i.e., time, place, culture) informs the performance and reception of that music.
- Musicians hold various roles depending on their own and other cultures, as well as their historical context, and these roles affect the genre and style of music being created and performed.
- Music is passed on through oral tradition, standard notation, tablature, alternative notation, technology, or may be improvised freeform or using a predetermined set of criteria.
- Understanding connections to varied contexts and daily life enhances musicians' creating, performing, and responding to music.

### **CREATE**

- I can compose musical ideas through simple rhythm patterns. (MG.1.Cr.1.e)
- I can compose musical ideas through simple melodic patterns. (MG.1.Cr.1.e)
- I can improvise using instruments. (MG.1.Cr.2.e)
- I can compose the creation of short pieces using standard and/or alternate notation. (MG.1.Cr.3.e)
- I can identify musical ideas through verbal means. (MG.1.Cr.4.e)
- I can identify musical ideas through written means. (MG.1.Cr.4.e)
- I can identify musical ideas through aural means. (MG.1.Cr.4.e)



## PERFORM

- I can identify the meaning of a song through its text by singing. (MG.2.P.1.e)
- I can identify the meaning of a song by playing an instrument. (MG.2.P.1.e)
- I can determine the meaning of a piece of music and express the meaning musically. (MG.2.P.2.e)
- I can examine a performance with the class and teacher. (MG.2.P.3.e)
- I can share a performance with the class and teacher. (MG.2.P.3.e)
- I can read music. (MG.2.P.5.e)

## RESPOND

- I can respond to foundational musical elements. (MG.3.R1.e)
- I can recognize foundational musical elements. (MG.3.R1.e)
- I can express musical ideas through verbal means. (MG.3.R.2.e)
- I can express musical ideas through movement. (MG.3.R.2.e)
- I can express musical ideas through writing. (MG.3.R.2.e)
- I can utilize music terminology in the analysis and evaluation of musical performances. (MG.3.R.3.e)
- I can utilize music terminology in the analysis and evaluation of musical recordings. (MG.3.R.3.e)
- I can utilize music terminology in the analysis and evaluation of musical compositions. (MG.3.R.3.e)

## CONNECT

- I can connect historical music to other subjects. (MG.4.Cn.1.e)
- I can connect cultural music to other subjects. (MG.4.Cn.1.e)
- I can explain how music relates to me. (MG.4.Cn.2.e)
- I can explain how music relates to others. (MG.4.Cn.2.e)
- I can make musical connections. (MG.4.Cn.3.e)
- I can identify the role of musicians in my culture. (MG.4.Cn.4.e)