St. Mel's Catholic School

Music Guidelines
Diocese of Sacramento
First Grade
Artistic Perception
1. Students listen to and analyze music critically, using the vocabulary and language of music. Students identify simple forms and elements of music, when presented aurally.
Dynamics
1.1 Be able to hear the difference between loud/soft and fast/slow mixes of sounds.
Tone/Color
1.2 Be able to tell the difference between voices and between many instruments.
1.3 Know different instruments make sounds in different ways.
Pitch
1.4 Be able to tell the difference between high and low voices.
Rhythm
1.5 Be able to follow a beat silently.
Harmony
1.6 Be able to tell when music has accompaniment.
Form
1.7 Be able to tell when pictures, sounds, and movements are the same or different.
2. Students demonstrate perceptual skills by moving to music, answering questions about
music, and describing aural examples of music.
Dynamics
2.1 Be able to clap and stomp mixers of loud/soft and fast/slow sounds.
Rhythm
2.2 Be able to hear and make steady beat by clapping and stomping.
2.3 Be able to hear and make strong beat by clapping and stomping.
Form
2.4 Be able to make a same or different movement.
2.5 Be able to say how sounds are the same or different.
History/Style
2.6 Be able to say what you think about many styles of music.
2.7 Be able to do simple circle dances.
3. Students read and notate music. Students use a system to read simple rhythms, patterns, and pitch notations in the treble clef in major. Students identify symbols and traditional terms referring to dynamics, tempo, and articulation and interpret them correctly when performing.
3.1 Know the musical staff and the names of its parts.
Creative Expression
4. Students sing and perform on an instrument on pitch and in rhythm, with appropriate timbre, diction, and posture, and maintain a steady tempo. Students identify symbols and

traditional terms referring to dynamics, tempo, and articulation and interpret them correctly when performing.

Dynamics

4.1 Be able to play class instruments in mixes of loud/soft sounds.

4.2 Be able to sing and talk to show mixes of loud/soft sounds.

Tempo

4.3 Be able to play class instruments in mixes of fast/slow sounds.

4.4 Be able to sing and talk to show mixes of fast/slow sounds.

Pitch

4.5 Be able to echo a series of sounds on a class instrument.

4.6 Be able to play instruments to make higher and higher or lower and lower sounds.

4.7 Be able to singe Do, Re, Mi, Fa, Sol, La, Ti, Do.

4.8 Be able to sing simple songs.

Rhythm

4.9 Be able to make steady beat by playing instruments.

4.10 Be able to make strong beat by playing instruments.

Harmony

4.11 Be able to play classroom instruments while others sing and while singing simple songs.

Form

4.12 Be able to make same or different sounds with your voice or with instruments.

Historical and Cultural Context

5. Students listen to and describe aural examples of music of various styles representing

diverse cultures. Students develop knowledge and understanding of the relationship of music to history and culture.

5.1 Know simple songs that express American ideals, such as *My Country 'Tis of Thee*.

5.2 Know about simple music that expresses school and community customs and beliefs.

5.3 Know about music that expresses Catholic beliefs and is used in Church ceremonies

and traditions.

5.4 Know about simple music of American Indians and immigrant songs and singing games.

5.5 Know about [*1-3 music composers an*d *some of their famous music*].

Aesthetic Valuing

6. Students are able to take care of equipment and be a good audience.

Performance Skills

6.1 Be able to take care of class instruments and use them only as they are supposed to be

used.

6.2 Be able to put class equipment away correctly.

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6.3 Be able to sing and play instruments with others.
Audience Skills
6.4 Be able to pay attention quietly when others perform.
6.5 Be able to clap at the right time and in the right way when others perform.