

# 1st Grade : General Music : AKS

{ A : skills and techniques/performance }

AKS	sing, alone and with others, a varied repertoire of music	perform on instruments, alone and with others, a varied repertoire of music	read and notate music
GCPS CODE	(GPS) (IGM_A2011-1)	(GPS) (IGM_A2011-2)	(GPS) (IGM_A2011-3)
Indicators of Achievement	<p><b>1a</b> - sing melodies within a limited range (accompanied and unaccompanied) using appropriate head voice</p> <p><b>1b</b> - echo simple singing and speech patterns; perform call and response songs; echo simple high/low patterns</p> <p><b>1c</b> - respond to a steady beat through singing</p> <p><b>1d</b> - sing from memory multiple songs representing various genres, tonalities, meters, and cultures including at least one song in a foreign language</p>	<p><b>2a</b> - echo simple rhythmic patterns using body percussion as well as classroom instruments with appropriate technique</p> <p><b>2b</b> - perform a steady beat and simple rhythmic patterns using body percussion as well as classroom instruments with appropriate technique</p> <p><b>2c</b> - explore simple high-low or upward-downward patterns on melodic instruments</p>	<p><b>3a</b> - read pre-notation symbols of beat, equal subdivision of beat, and silence</p> <p><b>3b</b> - identify pre-notation symbols of beat, equal subdivision of beat, and silence</p> <p><b>3c</b> - associate movement with high and low pitches</p>

# 1st Grade : General Music : AKS

{ B : creative Expression and communication }

AKS	Improvise melodies, variations, and accompaniments	Compose and arrange music within specified guidelines
GCPS CODE	(GPS) (IGM_B2011-4)	(GPS) (IGM_B2011-5)
Indicators of Achievement	<p>4a - improvise simple body percussion patterns</p> <p>4b - improvise soundscapes (e.g., weather, animals, and other sound effects)</p>	<p>5a - create sound effects (instrumental, body percussive, vocal) and movements to accompany songs, poems, and stories</p> <p>5b - create rhythmic patterns including beat, equal subdivision of beat, and silence using pre-notation symbols</p> <p>5c - create new text for familiar melodies</p>

# 1st Grade : General Music : AKS

{ C : Critical Analysis/Investigation }

AKS	listen to, analyze, and describe music	evaluate music and music performances
GCPS CODE	(GPS) (IGM_C2011-6)	(GPS) (IGM_C2011-7)
Indicators of Achievement	<p>6a - distinguish between contrasts (pitch, dynamics, tempo, timbre) in various pieces of music</p> <p>6b - describe music using appropriate vocabulary (e.g., high, low, loud, soft, long, short, fast, and slow)</p> <p>6c - classify classroom instruments by sight and sound using correct names</p> <p>6d - demonstrate an awareness of selected orchestral instruments</p> <p>6e - recognize aurally and label voices (men's, women's, children's) with and without accompaniment</p> <p>6f - identify repeating and contrasting sections in melodies, rhythms, texts, and sections of music</p> <p>6g - demonstrate a growing understanding of melodic direction (up, down, and same) through various performance techniques</p>	<p>7a - evaluate musical performances of themselves and others</p> <p>7b - explain personal preferences for specific musical works using appropriate vocabulary</p> <p>7c - explore musical elements, such as melody, rhythm, form, timbre, expression, style, and movement, when performing</p>

# 1st Grade : General Music : AKS

{ D : cultural and Historical context }

AKS	understand relationships between music, the other arts, and disciplines outside the arts	understand music in relation to history and culture	move, alone and with others, to a varied repertoire of music
GCPS CODE	(GPS) (IGM_D2011-8)	(GPS) (IGM_D2011-9)	(GPS) (IGM_D2011-10)
Indicators of Achievement	<p>8a - participate in song stories, singing games, and musical dramatizations</p> <p>8b - describe the relationship between music and disciplines outside the arts</p>	<p>9a - sing, listen, and/or move to music from various historical periods, cultures, and styles (e.g., patriotic)</p> <p>9b - describe how sounds and music are used in daily lives</p> <p>9c - demonstrate appropriate audience behavior for the context and style of music performed</p>	<p>10a - respond to contrasts and events in music with gross and fine locomotor and non-locomotor movements</p> <p>10b - respond to a steady beat through moving</p> <p>10c - perform choreographed and non-choreographed (improvised, created) movements</p>