## PARENT GUIDE FOR FINE ARTS CURRICULUM: MUSIC GRADE ONE DIOCESE OF CLEVELAND

Below is a list of the skills your child will be taught in Grade One.

As parents, you are encouraged to support the work of your child's teacher in helping your child acquire each of these skills.

Capacities of the Literate Individual
They demonstrate independence.
They build strong content knowledge.
They respond to the varying demands of audience, task, purpose, and discipline.
They comprehend as well as critique.
They value evidence.
They use technology and digital media strategically and capably.
They come to understand other perspectives and cultures.
OH: Fine Arts - Music: Enduring Understandings
Personal Choice and Vision: Students construct and solve problems of personal relevance and interest when expressing themselves through music.
Critical and Creative Thinking: Students combine and apply artistic and reasoning skills to imagine, create, realize and refine musical works in conventional and innovative ways and to understand the works produced and performed by others.
Authentic Application and Collaboration: Students work individually and in groups to focus ideas, create and perform music to address genuine local and global community needs.
Literacy: As consumers, critics and creators, students evaluate and understand visual and performing artworks and other texts produced in the media forms of the day.
OH: Fine Arts - Music: Progress Points
Demonstrate how musical elements communicate meaning and emotion by playing, singing or moving to music.
Recognize the use of music for various purposes by performers and listeners in a variety of cultures.
Create music in simple forms to be performed with dance, drama or in response to a work of visual art.
Individually and collaboratively select ideas and a media form of the day to create musical pieces.
Use digital technology to listen to and study music recognizing instruments, voices, ensembles and musical forms.
Form and express opinions about music they hear in formal and informal live and recorded performances.
OH: Fine Arts - Perceiving/Knowing/Creating (CE)
Identify echo and call/response.
Explore steady beat, rhythm and meter.
Listen to and identify music of various and contrasting styles, composers, periods and cultures.
Identify elements of music using developmentally appropriate vocabulary (e.g., rhythm, syllables and solfege).
Explore selected musical instruments aurally and visually.
Attend live music performances with emphasis on concert etiquette.

	OH: Fine Arts - Producing/Performing (PR)
	Demonstrate echo and call/response.
	Sing (using head voice and appropriate posture) and move to music of various styles, composers and cultures with accurat pitch and rhythm.
	Read, write and perform using eighth notes, quarter notes and quarter rests.
	Improvise new lyrics to known songs and experiment with digital technology.
	Read, write and perform (e.g., la-sol-mi) melodies on the treble staff in G-do, F-do and C-do using a system (e.g., solfege, numbers or letters).
	Play a variety of classroom instruments, alone and with others, and demonstrate proper technique.
	Demonstrate audience behavior appropriate for the context and style of music performed.
	OH: Fine Arts - Responding/Reflecting (RE)
	Recognize how music is used for a variety of occasions.
	Describe how music communicates feelings, moods, images and meaning.
	Communicate a response to music using dance, drama or visual art.
	Connect concepts shared between music, other art forms and other curricular subjects.
	Form and express personal opinions about a musical performance and show respect for the opinions of others.
	Describe the challenges of individual and group music performance using music vocabulary.
	Discuss audience behavior appropriate for the context and style of music performed.
	OH: CCSS: Literacy in History/Social Studies: Speaking and Listening
	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
	Produce complete sentences when appropriate to task and situation.
	OH: CCSS: Literacy in History/Social Studies: Language
	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
es:	

National Governors Association Center for Best Practices, Council of Chief State School Officers. Common Core State Standards. National Governors Association Center for Best Practices, Council of Chief State School Officers, Washington, D.C., 2010.