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Music, Grade 1

TEKS Strand	Expectations
Foundations: Music Literacy	Children study instrument families and voice groupings by using video examples and live or recorded aural excerpts. Live performances are effective and help students build an understanding of pitch. As children's knowledge expands, they begin to establish a technical music vocabulary.
Creative Expression	Repetitive melodies reinforce the concept of pitch, and games help students learn different beat patterns. After mastering the concept of one beat, students try identifying two or three more. Rhythmic concepts become more complex as children gain awareness of rhythmic patterns and recurrent beats. Teachers might have one group of students keep the beat while another keeps the rhythm. Students improvise rhythm patterns. They sing songs from diverse sources, play classroom instruments, create body instruments, and respond to live and recorded musical prompts. Students recognize sound and visual symbols and replicate designated melodies.
Historical and Cultural Relevance	Many cultural and historical periods are represented with folk and traditional music. Folk songs have thematic material that is often relevant to the experiences of early childhood. A universality of subject matter across cultures is reflected in songs about daily life.
Critical Evaluation and Response	Students distinguish between beat/rhythm, higher/lower, faster/slower, and same/different in musical performances. They begin to practice appropriate audience behavior during live performances.
<p>Example:</p> <p>Clapping simple rhythms in speech patterns is a good way for children to begin feeling rhythm. Children love to clap their own names. Margaret Stiles teaches her first graders rhythm with a simple chanting game. She begins the game by chanting one of her student's names. For example, she might begin chanting "Mar-tha, Mar-tha, Mar-tha". Her students clap each syllable of the name she chants. A name like Martha has two claps; Theresa would have three; and Sam would have one.</p> <p>After practicing first names, students clap both first and last names or words such as animal names, flowers, foods, transportation vehicles, and so on.</p> <p>The class uses rhythm instruments such as drums and sticks once they are skilled at clapping rhythms. Students use instruments that make one clear sound per stroke, instead of diffuse sounds as from jingle bells, to accentuate the clarity of the rhythm.</p> <p>This exercise gives Ms. Stiles' first graders practice listening closely to sounds and feeling sound with their bodies. It is also good practice in breaking words into syllables, an important pre-reading skill.</p>	
<p><u>Differentiation Strategies for Students with Special Needs</u></p>	