Publisher: *[Enter Publisher Name]*

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Approved by the State Board of Education on May 8, 2020

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Components: *[Enter Components]*

# Standards Map Template–2021 Arts Education AdoptionGrade One Music

(Download and use to cite where instructional resources fully address each standard)

| **Standard** | Standard Language | **Publisher Citations** | **Met****Y** | **Met****N** | **Reviewer Comments, Citations, and Questions** |
| --- | --- | --- | --- | --- | --- |
| **CREATING** | Generate and conceptualize artistic ideas and work. | n/a | n/a | n/a | n/a |
| 1.MU:Cr1a | With limited guidance, create musical ideas (such as answering a musical question) for a specific purpose. |  |  |  |  |
| 1.MU:Cr1b | With limited guidance, generate musical ideas in multiple tonalities (such as major and minor) and meters (such as duple and triple). |  |  |  |  |
| 1.MU:Cr2a | With limited guidance, demonstrate and discuss personal reasons for selecting musical ideas that represent expressive intent. |  |  |  |  |
| 1.MU:Cr2b | With limited guidance, use iconic or standard notation and/or recording technology to document and organize personal musical ideas. |  |  |  |  |
| 1.MU:Cr3.1 | With limited guidance, discuss and apply personal, peer, and teacher feedback to refine personal musical ideas. |  |  |  |  |
| 1.MU:Cr3.2 | With limited guidance, convey expressive intent for a specific purpose by presenting a final version of personal musical ideas to peers or informal audience. |  |  |  |  |
| **PERFORMING** | Select, analyze, and interpret artistic work for presentation. | n/a | n/a | n/a | n/a |
| 1.MU:Pr4.1 | With limited guidance, demonstrate and discuss personal interest in, knowledge about, and purpose of varied musical selections. |  |  |  |  |
| 1.MU:Pr4.2a | With limited guidance, demonstrate knowledge of music concepts (such as beat and melodic contour) in music from a variety of cultures selected for performance. |  |  |  |  |
| 1.MU:Pr4.2b | When analyzing selected music, read and perform rhythmic patterns using iconic or standard notation. |  |  |  |  |
| 1.MU:Pr4.3 | With limited guidance, demonstrate and describe music’s expressive qualities (such as voice quality, dynamics, and tempo) that support the creators’ expressive intent. |  |  |  |  |
| 1.MU:Pr5a | With limited guidance, apply personal, teacher, and peer feedback to refine performances. |  |  |  |  |
| 1.MU:Pr5b | With limited guidance, use suggested strategies in rehearsal to address interpretive challenges of music. |  |  |  |  |
| 1.MU:Pr6a | With limited guidance, perform music for a specific purpose with expression. |  |  |  |  |
| 1.MU:Pr6b | With limited guidance, demonstrate performance decorum and audience etiquette appropriate for the purpose. |  |  |  |  |
| **RESPONDING** | Perceive and analyze artistic work. | n/a | n/a | n/a | n/a |
| 1.MU:Re7.1 | With limited guidance, identify and demonstrate how personal interests and experiences influence musical selection for specific purposes. |  |  |  |  |
| 1.MU:Re7.2 | With limited guidance, demonstrate and identify how specific music concepts (such as beat or pitch) are used in various styles of music for a purpose. |  |  |  |  |
| 1.MU:Re8 | With limited guidance, demonstrate and identify expressive qualities that reflect creators’ and performers’ expressive intent. |  |  |  |  |
| 1.MU:Re9 | With limited guidance, apply personal and expressive preferences in the evaluation of music for specific purposes. |  |  |  |  |
| **CONNECTING** | Synthesize and relate knowledge and personal experiences to make art. | n/a | n/a | n/a | n/a |
| 1.MU:Cn10 | With limited guidance, discuss how personal interests connect to creating, performing, and responding to music. |  |  |  |  |
| 1.MU:Cn11 | With limited guidance, discuss connections between music and culture. |  |  |  |  |

California Department of Education, July 2020