

1ST GRADE MUSIC CHECKLIST
Fine Arts Goals 25 – 27
Illinois Learning Standards A – B
Performance Descriptors

PRINCIPLES OF MUSIC

- _____ Identify loud, soft, high, and low sounds.
- _____ Identify fast and slow music.
- _____ Identify tone colors (timbres) of voices and environmental sounds.
- _____ Identify long and short sounds.
- _____ Echo a steady beat.
- _____ Distinguish between same and different phrases or sections in a simple song.
- _____ Match the mood, emotion, or idea expressed in a musical example with the sensory element that creates that expressive quality.

CONNECTIONS TO THE ARTS

- _____ Name one way each art form is different from the others (e.g., music and drama use voice; dance and visual arts do not).
- _____ Describe the theme, idea, feeling, or story within an art work (e.g., mood in "Starry Night", Peer Gynt Suite).

PROCESS, TOOLS, AND TECHNOLOGIES

- _____ Identify voices of classmates.
- _____ Label environmental sounds.
- _____ Demonstrate differences between singing, speaking, shouting, and whispering voices.
- _____ Connect sound characteristics (e.g., long/short, high/low) to iconic notation.

CREATION AND PERFORMANCE

- _____ Sing songs of various cultures in rhythm maintaining a steady tempo.
- _____ Improvise "answers" in the same style to given rhythmic and melodic phrases.
- _____ Create and perform appropriate music to augment stories.

This checklist is a suggested guideline.

HISTORY, SOCIETY AND THE ARTS

- _____ Listen attentively to and observe performances and art works.
- _____ Name one occupation associated with each art form (e.g., actor, painter, dancer, musician).
- _____ Name the four fine arts.
- _____ Identify ways arts are used in celebration's.
- _____ Interpret movements, sounds, and visual images in art works made by self and others.
- _____ Tell about a personal experience in the arts.
- _____ Connect images and sounds from a work of art to stories about people and everyday life.