

First Grade: Music Curriculum

Unit: Steady Beat & Rhythm		Time: September - December	Standards:
Essential Questions <ul style="list-style-type: none"> • Can I tell the difference between steady beat and rhythm? • How do I show the beat? • Is the beat fast or slow? • Can I identify the silences (rests) in music? • Do I hear a long sound or a short sound? 		Enduring Understandings <ul style="list-style-type: none"> • I know the difference between steady beat and rhythm. • I can perform a steady beat. • I can show whether the beat is fast or slow. • I can hear the sounds and silences in music. • I can hear the difference between a long sound and a short sound 	<p>1.1.2.B.2- Identify musical elements in response to diverse aural prompts, such as rhythm, timbre, dynamics, form, and melody.</p> <p>1.3.2.B.1- Clap, sing, or play on pitch from basic notation in the treble clef, with consideration of pitch, rhythm, dynamics, and tempo.</p>
Benchmark Assessment(s) <ul style="list-style-type: none"> ☐ SWBAT demonstrate ability to differentiate between beat and rhythm. Students will look at two lines of music and decide which shows the steady beat (constant/unchanging) and which shows the rhythm (changing patterns). (1.1.2.B.2) ☐ SWBAT demonstrate ability to perform a steady beat using body percussion or percussion instruments. The teacher will visually assess if the student is correctly tapping, clapping, stepping, etc. on the downbeat. (1.3.2.B.1) ☐ SWBAT identify tempo as gradually speeding up or slowing down by circling the snail if the student hears slow music or by circling the running dog if the student hears fast music. (1.1.2.B.2) ☐ SWBAT recognize and perform quarter notes, eighth notes, and quarter rests by reading notation and song. (1.3.2.B.1) 		Other Assessments <ul style="list-style-type: none"> ✓ Performance ✓ Teacher observation 	Materials <ul style="list-style-type: none"> • Musicplay Grade 1 • Spotlight on Music Teacher Edition • Hand drums/classroom instruments
SUGGESTED ACTIVITIES			

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- Beat: Keep/tap a steady beat with many types of music.
- Listen to identify steady beat in music.
- Tempo: Students experiment with changing tempos of known songs.
- Read from music notation and perform rhythm patterns that include quarter notes and eighth notes.
- Identify strong beat, short and long notes/rests.
- Read from notation and sing a song that includes quarter notes, eighth notes, and quarter rests.

REINFORCEMENT

- Tap the student's shoulder to help them feel the beat
- Hand over hand help while playing an instrument
- Flash cards and visuals to reinforce quarter notes, eighth notes, and quarter rests

ENRICHMENT

- Listen to and identify a song which has no steady beat
- Use a single eighth note with an eighth rest in music

Suggested Websites

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Suggested Materials

- Spotlight On Music Teacher Edition
- Classroom Instruments
- Musicplay Grade 1
- Rhythm flashcards
- Rhythm Bingo Game

Cross-Curricular Connections

21st Century Skills: CRP1: Act as a responsible and contributing citizen and employee.

CR/LL/KS: 9.4.2.TL.6: *Illustrate and communicate ideas and stories using multiple digital tools*

SEL: Demonstrate an awareness of the expectations for social interactions in a variety of settings.

Language Arts: SL1.1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.

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Unit: Musical Concepts

Time: December- March

Standards:

Essential Questions

- Can you use your voice to sing, speak, shout, or whisper?
- Is the music loud or soft?
- Can you identify a pattern in the music?
- Does the melody move up or down?
- Is the sound high or low?

Enduring Understandings

- I can use my voice to sing, speak, shout, or whisper, correctly.
- I can tell whether music is loud or soft.
- I can identify the pattern in the music.
- I can tell whether the music is going up or down
- I can hear the difference between high and low.

1.1.2.B.1- Explore the elements of music through verbal and written responses to diverse aural prompts and printed scores.
1.1.2.B.2- Identify musical elements in response to diverse aural prompts, such as rhythm, timbre, dynamics, form, and melody.
1.1.2.B.3- Identify and categorize sound sources by common traits (e.g., scales, rhythmic patterns, and/or other musical elements), and identify rhythmic notation up to eighth notes and rests.
1.3.2.B.6- Sing or play simple melodies or rhythmic accompaniments in AB and ABA forms independently and in groups, and sight-read rhythmic and music notation up to and including eighth notes and rests in a major scale.
1.3.2.B.7- Blend unison and harmonic parts and vocal or instrumental timbres while matching dynamic levels in response to a conductor's cues.

Benchmark Assessment(s)

- SWBAT: Identify musical elements in response to diverse aural prompts, such as rhythm, timbre, dynamics, form, and melody.
1. (Timbre) Demonstrate with the voice the ability to correctly sing, speak, shout, or whisper. The teacher will audibly assess if the student is using the voice correctly. (1.1.2.B.2, 1.1.2.B.3)
 2. (Dynamics) Identify dynamics as, soft, medium, and loud in listening activities as well as demonstrate it in his/her own voice. The teacher will audibly assess if the student is using the voice correctly. (1.1.2.B.2, 1.3.2.B.7)
 3. (Form) Identify the forms of call and response, AB and ABA. (See Suggested Activities "Form" below) The teacher will visually assess the student as well. (Same and Different Sections). (1.1.2.B.2, 1.3.2.B.6)
 4. (Melody) Identify step/leap and same/different patterns in a melody, identify tonal center and melodic patterns using basic solfeggio, and identify high and low sounds in music.. (1.1.2.B.1, 1.1.2.B.2)

Other Assessments

- ✓ Teacher Observation
- ✓ Giving students opportunities to sing solo or soli

Materials

- Spotlight on Music Teacher Edition
- Musicplay Grade 1

SUGGESTED ACTIVITIES

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- **Timbre:** Sing a song that uses singing, speaking, whispering, and shouting.
- **Dynamics:** Sing known songs getting louder and softer with the teacher using visual cues
 - Perform movements to show changes in dynamics (using bodies or other objects such as scarves, parachute, etc.)
- **Form:** Perform contrasting movements to show the contrasting movements to show the contrasting sections of a song (Ex: The Chicken Dance)
 - Perform contrasting rhythms to show the sections of AB form.
 - Sing a call-and-response song.
- **Melodic Direction:** Students move to show recognition of up and down melodic direction.
 - Sing a song that includes *so* and *mi*, using movement to show higher and lower pitches
 - Read from notation and sing pitch patterns that include *so* and *mi*.
 - Read *so*, *mi*, and *la* on the staff using pitch syllables
 - Sing a *do*-pentatonic melody

REINFORCEMENT

- The teacher demonstrates high and low with voice and many different timbres of instrument sounds
- Display a xylophone vertically to show the highest bars at the top

ENRICHMENT

- Have students find high and low sounds on many different instruments
- Identify a more challenging song form

Suggested Websites

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Suggested Materials

- Musicplay Grade 1
- Classroom supplies (scarves, parachute, etc.)
- Classroom Instruments
- Visuals displayed on Smart device

Cross-Curricular Connections

21st Century Skills: CRP11. Use technology to enhance productivity.

CR/LL/KS: 9.4.2.TL.6: *Illustrate and communicate ideas and stories using multiple digital tools*

SEL: Recognize one's feelings and thoughts.

Language Arts: SL1.1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.

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Unit: Instrument Families & Classroom Instruments

Time: March- June

Standards:

Essential Questions

- What are the names of the different classroom instruments?
- How do I play classroom instruments?
- Can I identify an instrument by sound only?
- What are the four instrument families?

Enduring Understandings

- I know the names of the classroom instruments.
- I can practice the right playing techniques on instruments.
- I can identify an instrument by hearing its sound.
- I can name the four instrument families.

1.1.2.B.4- Categorize families of instruments and identify their associated musical properties.
1.3.2.B.3- Demonstrate correct playing techniques for Orff instruments or equivalent homemade instruments.

Benchmark Assessment(s)

- SWBAT identify classroom instruments and differentiate characteristics between instruments such as by sound (metal or wood) or by how the instrument is played (scraped, struck, or shaken). (1.1.2.B.4)
- SWBAT demonstrate ability to perform simple rhythmic and melodic ostinato patterns on percussion instruments. The teacher will visibly assess if the student is playing the pattern correctly. (1.3.2.B.3)
- SWBAT recognize that instruments have individual distinctive sounds-timbre by listening to different instruments being played or by listening to recordings of different instruments. (1.1.2.B.4)
- SWBAT identify the four instrument families and differentiate characteristics between instruments in the string, brass, woodwind, and string families by sound and/or physical characteristics. The teacher can use different activities and other listening activities as assessments. (1.1.2.B.4)

Other Assessments

- ✓ Classroom Instrument Bingo
- ✓ Having students try various instruments
- ✓ Brainpop Jr Quiz

Materials

- Classroom Instruments
- Classroom Instrument Bingo
- Musicplay Grade 1
- Spotlight on Music Teacher Edition
- Brainpop Jr.

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SUGGESTED ACTIVITIES

- Identify various non-pitched percussion instruments (timbre).
- Play Classroom Instrument Bingo
- Use the Mimio/Smartboard to place pictures of the instruments in categories such as scraped, struck, and shaken.
- Timbre: Use small hand movements to show when the xylophone is heard in an orchestral piece
- Timbre: Identify different ways to produce sounds on various percussion instruments

REINFORCEMENT

- Hand over hand help while playing an instrument
- Differentiate between two instruments only

ENRICHMENT

- Challenge students to categorize other auxiliary percussion instruments not found in the classroom such as a gong, a whip, etc.

Suggested Websites

- <https://www.brainpop.com/games/sortifymusicalinstruments>
- <http://disneyjunior.disney.com/leo-and-the-musical-families>
- <http://lessonplanspage.com/musicfourcornersmusicalinstrumentfamilygamek3-htm>
- <http://www.sfskids.org/classic/templates/instorchframe.asp?pageid=3>

Suggested Materials

- Classroom Instruments
- Classroom Instrument Bingo
- Mimio/Smartboard

Cross-Curricular Connections

21st Century Skills: CRP11. Use technology to enhance productivity.

CR/LL/KS: 9.4.2.TL.6: Illustrate and communicate ideas and stories using multiple digital tools

SEL: Utilize positive communication and social skills to interact effectively with others.

Language Arts: SL1.1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.

First Grade: Music Curriculum

Unit: Performance	Time: September - March Concert	Standards:
Essential Questions <ul style="list-style-type: none">• Can I echo my teacher correctly by myself or with my class?• How do I sing with my “head” voice?• How should I sit or stand when I’m singing?• When should I take a breath during a song?• What did I do well during the concert and what can I improve?	Enduring Understandings <ul style="list-style-type: none">• I can correctly echo what my teacher sang by myself or with my class.• I can sing a variety of songs using a pure tone (not yelling or shouting).• I can sit or stand tall while singing.• I know to breathe at the end of a phrase when singing.• I can critique our concert with positive comments and constructive criticism.	<p>1.3.2.B.1- Clap, sing, or play on pitch from basic notation in the treble clef, with consideration of pitch, rhythm, dynamics, and tempo.</p> <p>1.3.2.B.2- Demonstrate developmentally appropriate vocal production/vocal placement and breathing technique.</p> <p>1.3.2.B.4- Vocalize the home tone of familiar and unfamiliar songs, and demonstrate appropriate posture and breathing technique while performing songs, rounds, or canons in unison and with a partner.</p> <p>1.3.2.B.6- Sing or play simple melodies or rhythmic accompaniments in AB and ABA forms independently and in groups, and sight-read rhythmic and music notation up to and including eighth notes and rests in a major scale.</p> <p>1.3.2.B.7- Blend unison and harmonic parts and vocal or instrumental timbres while matching dynamic levels in response to a conductor’s cues.</p> <p>1.4.2.B.1- Observe the basic arts elements in performances and exhibitions and use them to formulate objective assessments of artworks in dance, music, theatre, and visual art.</p> <p>1.4.2.B.2- Apply the principles of positive critique in giving and receiving responses to performances.</p> <p>1.4.2.B.3- Recognize the making subject or theme in works of dance, music, theatre, and visual art.</p>
Benchmark Assessment(s) <ul style="list-style-type: none">□ SWBAT perform on pitch and in unison echo songs with the teacher as the leader and the class/soloist as the echo. (1.3.2.B.1, 1.3.2.B.4, 1.3.2.B.6, 1.3.2.B.7)□ SWBAT demonstrate ability to use “head voice”, correct posture, and proper breathing techniques for phrasing and tone production. (1.3.2.B.2, 1.3.2.B.4)□ SWBAT perform songs using proper vocal techniques to vary dynamic levels during class and to add expression to concert pieces. (1.3.2.B.1, 1.3.2.B.7)□ SWBAT participate in a large group musical performance using singing and movement to demonstrate a cumulative performance of concepts learned during music class. (1.3.2.B.1, 1.3.2.B.2, 1.3.2.B.4, 1.3.2.B.6, 1.3.2.B.7)□ SWBAT apply the principles of positive critique, basic arts elements, and the theme in works, in giving and receiving responses to video performances, school performances, and recordings of personal performances (1st Grade Concert). (1.4.2.B.1, 1.4.2.B.2, 1.4.2.B.3)		Other Assessments <ul style="list-style-type: none">✓ Teacher observation✓ Dress Rehearsals and Performances Materials <ul style="list-style-type: none">• Musicplay Grade 1

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SUGGESTED ACTIVITIES

- Play “I Know an Old Lady” game to check individuals on matching pitch
- Sing known songs getting louder and softer with the teacher using visual cues
- Find silences in a song and then breathe during those silences
- Teacher sings a question and child sings the answer
- Practice and Perform themed musicals for the parents and school
- After completion of the concert, watch the video recording of the performance. Critique the performance by naming what was performed well and what could be improved for 2nd grade.

REINFORCEMENT

- Give the student more than one try in the “I Know an Old Lady” game
- The teacher can sing the example for an echo activity several times

ENRICHMENT

- Offer solo opportunities in class and in concerts

Suggested Websites

- MusicK8.com

Suggested Materials

- Knowlton Township Elementary Music Library
- Musicplay Grade 1
- Spotlight on Music Teacher Edition

Cross-Curricular Connections

21st Century Skills: CRP2. Apply appropriate academic and technical skills.

CR/LL/KS: 9.4.2.TL.6: *Illustrate and communicate ideas and stories using multiple digital tools*

SEL: Utilize positive communication and social skills to interact effectively with others.

Language Arts: SL1.1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.