

**First Grade Standards**

**Music**

**Course Overview:** First grade music meets two to three times a week for 42 minutes each class. Through playful activities and games children are given an opportunity to explore many forms of music. These activities may include: singing in groups and by themselves, playing simple melodic and rhythmic instruments (shakers, rhythm sticks, drums, glockenspiels, jingle bells, tambourines etc.), reading simple notation, exploring different musical styles by listening, moving to and describing them (high/low, loud/quiet, fast/slow). The children will also perform in the elementary winter and spring programs.

**Unit 1 Pitch Explorations (18 weeks)**

**Description:** In this unit students will distinguish between higher and lower pitches, identify upward and downward pitch movement, and identify between loud and soft. Students will also learn to read, notate and sing *so mi*. We will use several different activities to achieve these unit objectives such as learning and listening to songs with and without words, movement exploration, and playing instruments. During this unit students will also learn how to sing independently on pitch, in rhythm, with appropriate timbre, diction, and posture. Students should also be able to sing expressively with proper dynamics, phrasing, and interpretation. Singing will be done as an entire class with some solo singing for each child. Every child will be able to find his/her voice in a fun safe way through classroom songs and games.

**Standards**

1. The students will sing independently, on pitch within an appropriate range, maintaining good posture, good tone quality and keeping a steady tempo. MUS.A.4.1
2. The students will sing expressively with appropriate dynamics. MUS.A.4.2
3. The students will sing expressively with appropriate phrasing. MUS.A.4.2
4. The students will sing a varied repertoire of songs representing genres and styles from diverse cultures. MUS.A.4.3
5. The students will play classroom instruments expressively with dynamics. MUS.B.4.1
6. The students will play on pitch and maintain a steady tempo MUS.B.4.1
7. The students will play easy melodic patterns expressively on classroom instruments. MUS.B.4.3
8. The students will echo short melodic patterns. MUS.B.4.4
9. The students will improvise answers in the same style to giving melodic questions. (upward/ downward) MUS.C.4.1
10. The students will create music to accompany readings and dramatizations with dynamics. MUS.D.4.1, MUS.D.4.2
11. The students will use a variety of sound sources when composing music. MUS.D.4.3
12. The students will read simple melodic notation. MUS.E.4.2
13. The students will identify phrases and sections of music that are the same, similar, and/or different. MUS.F.4.1
14. The students will identify a variety of vocal timbres (singing, speaking etc.). MUS.F.4.5
15. The students will respond through purposeful movement to selected prominent music characteristics or to specific music events while listening to music. MUS.F.4.6

**Unit 2 Rhythmic Exploration (18 weeks)**

**Description:** In unit two students will focus on being able to identify gradual changes in tempo, Students will be able to discriminate between steady bead and no steady beat, fast and slow, long and short and one or two sounds in a beat. Students will achieve these objectives through movement exploration, playing instruments and creating visual representations.

**Standards**

1. The students will play in rhythm and maintain a steady tempo MUS.B.4.1
2. The students will play in different meters and maintain a steady tempo MUS.B.4.1
3. The students will play in rhythm and maintain different tempos. MUS.B.4.1
4. The students will play easy rhythmic patterns in different meters on classroom instruments MUS.B.4.2
5. The students will play easy rhythmic patterns expressively on classroom instruments MUS.B.4.2
6. The students will play expressively a varied repertoire of music representing diverse genres and styles. MUS.B.4.3
7. The students will echo short rhythmic patterns MUS.B.4.4
8. The students will echo short rhythmic patterns in different meters MUS.B.4.4
9. The students will improvise answers in the same style to given rhythmic questions. MUS.C.4.1
10. The students will create and arrange music to accompany readings and dramatizations in different tempos. MUS.D.4.1
11. The students will use a variety of sound sources when composing music. MUS.D.4.3
12. The students will read simple rhythmic patterns in duple and triple meters. MUS.E.4.1
13. The students will read simple notation representing one and two sound to a beat. MUS.E.4.1
14. The students will identify phrases and section of music that are the same, similar and/or different. MUS.F.4.1
15. The students will respond through purposeful movement to selected prominent music characteristics or to specific music events while listening to music (walking, jogging, galloping). MUS.F.4.6
16. The students will respond through purposeful movement demonstrating fast and slow. MUS.F.4.6
17. The students will respond through purposeful movement to show one and two sounds on a bead and strong beat, weak beat. MUS.F.4.6

**Unit 3 Expressive Movement (18 weeks)**

**Description:** In this unit students will choose movements to accompany music showing the different concepts we are learning. As first graders the students will begin performing organized fold and group dances as well. Students will move to help aid their learning of one and two sounds on a beat. Equal and unequal meter, steady beat, and fast slow. We will use several different manipulative like ribbon sticks and scarves as well.

**Standards**

1. The students will identify phrases and sections of music that are the same, similar and/or different and move appropriately. MUS.F.4.1
2. The students will demonstrate perceptual skills by responding to music of various styles representing diverse cultures. MUS.F.4.3
3. The students will respond through purposeful movement to show one and two sounds on a beat as well as different meters. MUS.F.4.6
4. The students will respond through purposeful movement to selected prominent music characteristics or to specific music events while listening to music. MUS.F.4.6
5. The students will work together with others to successfully perform a dance. MUS.F.4.6

**Unit 4 Creating and Improvisation (4 Weeks)**

**Description:** In this unit students will create music to accompany readings and classroom songs. Students will be given simple guidelines to help them create simple 4-beat phrases. We will use a variety of sound sources such as classroom instruments, body percussing, and movements. We will also play question/ answer games with our singing voices and classroom instruments

**Standards**

1. The students will play and sing on pitch, in rhythm, and maintain a steady tempo. MUS.A.4.1, MUS.B.4.1
2. The students will play and sing easy rhythmic and melodic patterns expressively on classroom instruments. MUS.A.4.1, MUS.B.4.1, MUS.B.4.2
3. The students will play and sing a varied repertoire of music representing diverse genres and styles. MUS.A.4.3, MUS.B.4.3
4. The students will echo short rhythmic and melodic patterns. MUS.B.4.4
5. The students will improvise answers in the same style to given rhythmic and melodic questions. MUS.C.4.1
6. The students will create and arrange music to accompany reading and dramatizations. MUS.D.4.1
7. The students will use a variety of sound sources when composing and arranging music. MUS.D.4.3

**Unit 5 Early Music Reading and Notation (6 Weeks)**

**Description:** In this unit students will begin identifying notation for quarter notes and eighth notes. In addition students will begin recognizing simple form structures such as AB and ABA. Students will also create listening maps, illustrations depicting special music events and notating 4-beat measure phrases.

**Standards**

1. The students will create and arrange music to accompany readings and dramatization. MUS.D.4.1
2. The students will create and arrange short instrumental pieces within specified guidelines. MUS.D.4.2
3. The students will use a variety of sound sources when composing and arranging. MUS.D.4.3
4. The students will read simple rhythmic patterns using *ta* and *ti-ti.* MUS.E.4.1
5. The students will read simple melodic patterns with *so, mi*. MUS.E.4.2
6. The students will create pictorial representations to accompany classroom songs. MUS.E.4.4, MUS.F.4.3
7. The students will identify phrases and sections of music that re the same, similar and/or different. MUS.F.4.1
8. The students will identify simple forms of music upon listening to a given example (AB and ABA). MUS.F.4.2

**Unit 6 Listening and Evaluating (9 Weeks)**

**Description:** In this unit students will listen to music from many different genres, styles and cultures. I will help them to express the feeling of the music and the musical concepts they hear. Student will demonstrate their knowledge and understanding through conversation, pictures and movement.

**Standards**

1. The students will identify phrases and sections of music that are the same, similar and/or different. MUS.F.4.1
2. The students will demonstrate perceptual skills by responding to music of various styles representing diverse cultures. MUS.F.4.3
3. The students will respond through purposeful movement to selected prominent music characteristics or to specific music events while listening to music. MUS.F.4.6
4. The students will evaluate my own musical performance. MUS.G.4.3
5. The students will demonstrate audience behavior appropriate for the context and style of music performed. MUS.I.4.1

**Unit 7 Concert Preparation (6 Weeks)**

**Description:** In this unit the students will prepare two concerts (winter and spring). Each unit will last approximately 3 weeks. The students will prepare three songs to showcase their talents in singing, possible instrumentation and choreography.

**Standards**

1. The students will sing independently, on pitch within an appropriate range, maintaining good posture, good tone quality, and keeping a steady tempo. MUS.A.4.1
2. The students will sing expressively with appropriate dynamics and phrasing. MUS.A.4.2
3. The students will sing a varied repertoire of songs representing genres and styles from diverse cultures. MUS.A.4.3
4. The students will sing in groups, blending vocal timbres and responding to the cues of the conductor. MUS.A.4.5
5. The students will demonstrate the audience behavior appropriate for the context and style of music performed. MUS.G.4.1, MUS.G.4.3