

First Grade General Music Units

September: Music Elements	October: Music Elements	November: Music Elements	December: Instruments	January: Performance
<p style="text-align: center;">Rhythm</p> <ul style="list-style-type: none"> • Rhythmic Notation/Symbols • Rhythmic Values • Rhythmic Movement • Dalcroze Methods • Concept of silence/rest <ul style="list-style-type: none"> -Mrs. Music May I? -Mr. Quarter, Half & Eighth -Rhythmic Pac Man -Musical Math -Musical Silence Activities -Sing a rhythm -Play a rhythm <p style="text-align: center;">Performance</p> <p><u>Special Celebrations:</u> (Songs & Activities) Welcome Back Songs Apple Songs School Bus Safety Songs</p>	<p style="text-align: center;">Dynamics</p> <ul style="list-style-type: none"> • Terms/Symbols/ • Definitions (p, pp, ff, f sfz, cresc. decrescendo) • Add dynamics to favorite stories Ex. <u>Teenie Tiny Woman</u> • Dynamics add excitement to music • Element of surprise sfz! • How are different dynamics produced on different instruments? (Demo) <p style="text-align: center;">Performance</p> <p><u>Special Celebrations:</u> (Songs & Activities) Add dynamics to favorite stories for excitement and drama! Fall Songs Halloween Songs Fire Safety Songs Columbus Songs Character Ed Songs</p>	<p style="text-align: center;">Tempo</p> <ul style="list-style-type: none"> • Fast vs. Slow • Terms/Symbols • Andante, Presto & Largo • Movement activities demonstrating changing tempos • Singing activities demonstrating changing tempos <p style="text-align: center;">Performance</p> <p><u>Special Celebrations:</u> (Songs & Activities)</p> <p>Thanksgiving Songs Veteran's Day Songs Giving Thanks Pilgrim and Native American Songs and Activities "My Song"</p>	<p style="text-align: center;">Rhythm Band Instruments</p> <ul style="list-style-type: none"> • Intro to instruments (Wood block, triangle, bells, gong, rhythm sticks, cymbals, castanets, maracas, cow bell, little drums) • Identify instruments in terms of: <ul style="list-style-type: none"> Appearance Sound Method of Sound production • Vibration <p style="text-align: center;">Performance</p> <p><u>Holiday Songs and Activities</u></p> <p>Kwanzaa Las Posadas Hanukkah Christmas</p>	<p style="text-align: center;">Rhythm Band Ensemble</p> <ul style="list-style-type: none"> • Perform as a member of a rhythm band ensemble. • Count, clap and play basic rhythmic notation • Count rhythms syllabically Ex. RR, Lackawana, train, choo • Perform basic rhythms on Rhythm band instruments <p style="text-align: center;">Performance</p> <p><u>Special Celebration:</u> (Songs & Activities) January Jump Snowman Dance Mr. Martin Luther Penguin Song & Dance Months of the Yr/</p>

February: Music Elements	March: Music Elements	April: Music Elements	May: Instruments	June: Concert Etiquette
<p style="text-align: center;">Pitch</p> <ul style="list-style-type: none"> • What is Pitch? • High vs. low pitch Ex. Mama Bear, Papa Bear and Baby Bear • Instrumental pitch/vocal pitch changes • Mono tones • Same/different pitch identification • Listening examples • Movement reflecting pitch changes <p style="text-align: center;">Performance</p> <p style="text-align: center;"><u>Special Celebrations:</u> (Songs & Activities)</p> <p style="text-align: center;">Valentines Presidents Day Snow Days Friendship Character Ed Songs</p> <p style="text-align: center;">Famous Americans</p> <ul style="list-style-type: none"> • President's Day • Black History Month 	<p style="text-align: center;">Melody</p> <ul style="list-style-type: none"> • What is a melody • Melody or No Melody listening Exercises • Upward and Downward melodic movement • Skips in a melody line • Solfege Do Re Mi <p style="text-align: center;">Performance</p> <p style="text-align: center;"><u>Special Celebrations:</u> (Songs & Activities)</p> <p style="text-align: center;">It's March Lion /Lamb Spring Dinosaur Dance Music In Our Schools Character Ed songs</p>	<p style="text-align: center;">Key</p> <ul style="list-style-type: none"> • Concept: Major /Minor • Happy/Sad • Listen and identify • Add music accompaniment to a familiar story demonstrating the use of major and minor keys. • The "Blues" jazz style. "Old Mother Hubbard's Blues" Song and Activity <p style="text-align: center;">Performance</p> <p style="text-align: center;"><u>Special Celebrations:</u> (Songs & Activities)</p> <p style="text-align: center;">Egbert song and skit Easter Songs Earth Day Songs Character Ed songs</p>	<p style="text-align: center;">Instruments of the Orchestra</p> <ul style="list-style-type: none"> • Peter & the Wolf Presentation <p style="text-align: center;">*Instruments represent characters Movie: "Elmo's Big Adventure" Class discussion Instrument posters Instrument demo</p> <p style="text-align: center;">Performance</p> <p style="text-align: center;"><u>Special Celebrations</u> (Songs & Activities) Mother's Day Cinco Da Mayo Memorial Day</p>	<p style="text-align: center;">Concert Etiquette</p> <ul style="list-style-type: none"> • Behavior during performances • Hats • Leaving during a performance • Bravo • Clapping • Something goes wrong • Emergency <p style="text-align: center;">Performance</p> <p style="text-align: center;"><u>Special Celebrations</u> (Songs & Activities) Father'</p>

Topic: Grade 1: Dynamics

Essential Questions:

1. **What do people hear when they listen to music?**
2. **How can music affect your mood?**
3. **How can we use music to tell a story?**

Performance Indicators	Guided Questions	Essential Knowledge & Skills	Classroom Ideas (Instructional Strategies)	Assessment Ideas (Evidence of Learning)
Standards 1,2,3, & 4	<ul style="list-style-type: none"> -What does the term loud mean? -What does the term soft mean? -What is the difference between a speaking voice, a singing voice and a yelling voice? -What makes a song boring/interesting? -What makes a sound harsh? -How is soft music different than loud music? -What does the singer do differently when singing softly vs. loudly? -When would we use soft music? -When would we use loud music? -What would happen if the music Suddenly became loud? -What does the term “Piano” mean? -What does the term “Forte” mean? -What does the term sforzando mean? -Can you demonstrate different dynamics in a song? 	<p>Students will be able to:</p> <ul style="list-style-type: none"> -Perceive that some songs are soft throughout. -Develop control in producing loud and soft dynamics while performing a song -Understands the purpose of music dynamics. -Respond to dynamic changes through movement. -Identify the symbols for piano, forte and sforzando in a piece of music. -Perform changing dynamics from written notation using music symbols. (f, p, and sfz) -Demonstrate an example of a speaking voice, a singing voice and a yelling voice. --Understand the importance of good breath control when producing and controlling sound. -Use dynamics to enhance a story. _Identify dynamic changes in listening examples. _Identify the term sforzando with a surprise in music. - 	<ul style="list-style-type: none"> _Dynamic Singing Games -Get Aboard Little Children -Pumpkins Marching -Who has the Pumpkin? -Spooky Sounds -This Is My Speaking Voice _Add dynamic markings to a familiar story. -Dramatize literature with Dynamic markings -Demonstrate dynamic changes through movement. -Listening Examples -Perform/demonstrate dynamic changes using rhythm band instruments. 	<p>Students can identify, demonstrate and incorporate dynamics in their musical performances.</p> <p>Students will be able to explain why dynamics are so important in music!</p> <p>Students will be able to use dynamics to make a sentence or short verbal passage more interesting.</p>

Connections to Text (Resources) Silver Burdett, “The Music Connection” Level I, Rhythm Band Instruments, Primary literature/stories, Various General Music Methods/books, Music Magazines

Time: On Going

Connections to Technology:

Key Vocabulary: Loud, Soft, Suddenly, Piano, Forte, Sforzando, Singing Voice, Yelling, Speaking Voice, Surprise, Breath, Harsh, sounds, Pleasing Sounds.

Topic: Grade 1: Melody
Essential Questions: 1. What makes music interesting? 2. How does music affect the way we feel?

Performance Indicators	Guided Questions	Essential Knowledge & Skills	Classroom Ideas (Instructional Strategies)	Assessment Ideas (Evidence of Learning)
Standards 1, 2, 3, & 4	<ul style="list-style-type: none"> -How does music move? -What is a pitch/tone? -What is a monotone? -What does the term repeat mean in music? -How do we write a repeat? -How can we make a song more interesting? -What does a leap in pitch sound like? -What does high and low mean in terms of pitch? -What is a musical phrase? -What is a pattern in music? 	<p>Students will be able to:</p> <ul style="list-style-type: none"> -Differentiate between leaps and repeated tones. -Perform a repeated melodic pattern. -Identify a repeat sign Ex. :ll -Diagram tonal movement in terms of same, upward and downward movement. -Enact melodic contour through movement -Identify musical phrases as musical sentences. -Perform musical phrases. -Differentiate between same and different musical phrases. - 	<ul style="list-style-type: none"> -Listening activities -Enact melodic movement -Perform same, repeated and Leap movement phrases. -Students will diagram tonal movement as they listen to a musical example. -Enact melodic contour through movement -Identify melodic patterns in a phrase. - 	<ul style="list-style-type: none"> -Ability to identify Same/repeated Pitch/tone. -Ability to identify melodic leap. -Ability to perform a repeated note & leap on the piano. -Ability to differentiate between high and low pitches. -Ability to perform a high or low pitch both vocally and on a keyboard. -Ability to diagram contour of a melodic phrase? -Ability to identify and perform a musical repeat.

Connections to Text (Resources) Various Music Supplemental Methods, Silver Burdett, “The Music connection” Series
Time: On Going
Connections to Technology: CD Listening Examples, Piano, Bells
Key Vocabulary: Pitch, movement, tone, high ,middle, low, repeat, leap, same, different, monotone, pattern and phrase

Essential Questions:

What makes a song interesting and fun to perform? What do people hear when they listen to music? Why do certain types of music make you feel a certain way?

Performance Indicators	Guided Questions	Essential Knowledge & Skills	Classroom Ideas	Assessment Ideas
Standards 1,2,3 & 4	<p>-What is sound? How is sound produced?</p> <p>-How many different ways can we make sound?</p> <p>-What is the difference between making sounds and making music? What is the difference between noise and music?</p> <p>-Can we make music without the use of an instrument?</p> <p>-What is meant by “Body Percussion?”</p> <p>-How can we make different sounds with our voices?</p> <p>-What do we mean by long and short sounds? What would a long sound or short sound look like? Ex: _____</p> <p>How would a musician write long and short sounds.</p> <p>What is rhythm? What is a beat? What is a note?</p> <p>-What is a steady beat?</p> <p>What is a quarter, eighth, half, and whole note? What do they look like and how long do we hold them out? How many beats do each of the rhythms receive?</p> <p>What is pitch? What does a high pitch sound like? What does a low pitch sound like?</p> <p>What happens when we put pitch and rhythms together?</p> <p>-How can we transfer our rhythmic skills to a percussion instrument?</p> <p>-How can we all stay together when we are playing in a percussion ensemble?</p> <p>-What is counting?</p> <p>-What is unison singing?</p>	<p>Students will be able to:</p> <p>-Identify different ways sound can be produced and altered.</p> <p>-Understand the part that vibration plays in the production of sound.</p> <p>-Differentiate between random sounds (Noise) and music.</p> <p>-Perform body percussion.</p> <p>-Experiment with different vocal sounds and possibilities.</p> <p>- Identify and perform long and short sounds.</p> <p>-Identify and perform high and low pitches.</p> <p>-Identify same and different pitches.</p> <p>-Identify and perform a steady beat.</p> <p>-Identify and perform eighth, quarter, half and whole note notation and values.</p> <p>-Clap various rhythmic patterns while counting aloud.</p> <p>-Transfer rhythmic reading skills to a percussion instrument.</p> <p>-Count rhythmic patterns using a syllabic method of counting. Ex. oo= Railroad, o=train</p> <p>-Count Aloud and play written rhythmic notation in a percussion ensemble setting.</p> <p>-Participate in unison singing in the classroom setting.</p>	<p>-Sound experiments and demonstrations</p> <p>-Vibrating strings, vibrating gong (Feel the vibration of a drum Head or gong. Stop the Vibration/sound with your hand)</p> <p>-Participate in a Body Percussion Band!</p> <p>-Collect random sounds and vocal Sound effects.</p> <p>-Perform sound pieces/compositions.</p> <p>-Draw long and short sounds on the board. _____ vs. ____</p> <p>-Perform long and short sounds.</p> <p>-Give long and short sounds a symbol and value. Whole note, half note and quarter note. Enact rhythms through movement.</p> <p>-Students will move to a steady beat.</p> <p>-Students will count and clap rhythmic patterns aloud.</p> <p>-Counting syllabically: = Train = Railroad =Choo 2 =Lackawana</p> <p>-Students will transfer rhythmic reading skills to a percussion instrument. (First clap, then rhythm band instrument and then drum pad -and drum sticks)</p> <p>Musical songs, activities and singing games.</p>	<p>Students will demonstrate their performance skills by doing just that...performing!</p> <p>-Participation and enjoyment in musical ensembles and musical activities.</p> <p>-Participation in a rhythm band ensemble.</p> <p>-Ability to count and transfer written rhythmic notation onto a drum pad.</p> <p>-Ability to sing in tune in unison.</p>

Connections to Text (Resources) Rhythm reader, “Music Connection” Methods, Various General Music resources, Music K-8 Magazine.

Connections to Technology: DVD, Videos, Percussion instruments, Piano

Key Vocabulary: Pitch, long, short, body percussion, rhythm, whole note, half note, eighth note, quarter note, beat, steady beat, sound, vibration, counting, high, low, same , different, unison, noise, organized sound, music.

Topic: Grade 1: Rhythm

Essential Questions:

1. What do people hear when they listen to music?

Performance Indicators	Guided Questions	Essential Knowledge & Skills	Classroom Ideas (Instructional Strategies)	Assessment Ideas (Evidence of Learning)
Standards 1, 2, 3, & 4	<ul style="list-style-type: none"> -What is a steady beat? -What is not a steady beat? -What is a long and short sound? -What is a pattern? -What is a repeated pattern? -How might we notate long and short sounds? Ex. _____ vs ____ _What is the symbol for a whole, half and quarter note? _How do quarter, half and whole notes move/sound? -What is a strong beat? _What is a weak beat? -How does music move? (Meter, in 2's, 3's etc) -What examples of rhythm do we hear around us each day? -What is a tempo? Fast, Medium and Slow - 	<p>Students will be able to:</p> <ul style="list-style-type: none"> -Identify a steady beat and a beat that is not steady. -Identify and perform long and short notes. -Identify rhythmic patterns and repeated rhythmic patterns both written as well as aural. -Notate long and short rhythms using a variety of methods. -Identify a quarter, half and whole note by symbol, value and name. -Enact rhythmic values through movement. -Demonstrate strong and weak beats while moving to changing meters played on piano. -Identify rhythmic sounds that occur all around them daily. -Identify and demonstrate fast, medium and slow tempos. -Perform whole, half and quarter note rhythms on classroom percussion instruments. 	<ul style="list-style-type: none"> -Kodaly Methods (Movement and beat) -Movement/Dance exercises -Rhythmic Notation Games --Listening/Movement games -Rhythm Band Performance (Maracas, triangles, rhythm sticks, castanets, wood blocks, etc.) 	<ul style="list-style-type: none"> -Ability to identify and move to a steady beat. -Ability to identify a rhythmic pattern. -Rhythm Band performance. -Can identify a whole, half and quarter note and can perform them on rhythm band instrument.. -Movement and Dance. -Participation in singing, games, dances and musical performance activities.

Connections to Text (Resources) Rhythm Readers, Charts, Silver Burdett, "The Music Connection " Level 1 , Rhythm Band Instruments

Time: Continuous

Connections to Technology: CD player and VCR

Key Vocabulary: Beat, Strong, Weak, Quarter note, half note, whole note, patterns, movement, long, short, length, duration. Fast , slow, medium, notation, meter, and tempo rhythm.

Topic: Grade 1: Tempo

Essential Questions:

1. What do people hear when they listen to music?
2. What makes music more interesting?
3. How can music affect how we feel?

Performance Indicators	Guided Questions	Essential Knowledge & Skills	Classroom Ideas	Assessment Ideas
Standards 1,2,3 & 4	<p>-What does the term fast mean in music?</p> <p>-What does the term slow mean in music?</p> <p>-What is meant by the term, tempo?</p> <p>What does the term speed mean?</p> <p>-What does a steady beat sound like? Can you demonstrate a steady beat?</p> <p>-What kind of things or animals move fast?</p> <p>-What kind of things or animals move slow?</p> <p>-What words do we associate with fast/slow movement? Ex. Race/fast Crawl/slow</p> <p>-How can we enhance a story using different tempos?</p> <p>-How do faster tempos reflect excitement?</p> <p>-Is the beat steady or does it change. Concept: Faster/Slower</p> <p>-What does a fast tempo sound like on rhythm band instrument?</p> <p>-what does a slow tempo sound like on a drum or piano?</p>	<p>Students will be able to :</p> <p>-Recognize fast and slow tempos</p> <p>- Respond to tempo changes through movement.</p> <p>-Associate tempo changes with the movement of things/animals etc all around them.</p> <p>-Move to a steady beat.</p> <p>-Clap a steady beat.</p> <p>-To demonstrate awareness of fast and slow and getting faster and slower, in dramatizing a story or poem.</p> <p>-Associate certain words with tempos. Words which suggest fast and slow movement: Example: Speedy (fast) Pokey (Slow)</p> <p>--Understand how the words, speed and tempo go hand in hand.</p> <p>-Dramatize tempo changes through movement while listening to changing tempos.</p> <p>-Perform slow and fast tempos using rhythm band instruments.</p> <p>-</p> <p>-</p>	<p>-Tempo Singing/Movement Games Ex: Rake The Leaves Train Song Piano Says Animals In The Zoo Bouncing Ball Pass The Ball Tempo Sticks</p> <p>-Dramatize stories, poems with tempo changes.</p> <p>-Come up with word lists which suggests the tempos of fast and slow.</p> <p>-Movement/Listening activities (Enact what you hear)</p> <p>-Animal movement: “How does a turtle move?”</p> <p>-Rhythm Band instruments</p>	<p>-Observations: Watch to see if: (1) Children are able to adapt their movements to the change in tempo.</p> <p>(2) Children can clap a steady beat.</p> <p>(3) Children can recognize changes in tempo while listening to musical examples.</p> <p>Children can associate the terms slow and fast with an animal or something that moves the same way.</p> <p>Children can play an example of a fast and slow tempo on a rhythm band instrument.</p> <p>Children can sing a fast /slow song.</p>

Connections to Text (Resources) Silver Burdett, “The Music connection” Level 1, Rhythm Band Instruments, Primary literature/stories/poems’ Various General Music Methods/Books, Music Magazines **Time: On Going**

Connections to Technology: Listening Examples DVD, Tapes, Cassettes

Key Vocabulary: Tempo, speed, beat, steady, fast, slow, faster, slower, crawl, speedy, pokey, race, fly, run, walk,